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ABSTRACT

This booklet is designed for teachers and counselors in middle schools and high schools who are teaching the Sharing Today and Responsibility Tomorrow (START) Curriculum. The mission of the START Curriculum is to help students develop strong character by providing them with awareness, knowledge, and skills for building healthy relationships with themselves, important others, and the community. This is accomplished through experimental and interactive activities that do not lecture or proselytize. This curriculum may be used as a standalone semester-long course, in group counseling situations, as an adjunct to life skills and teen living courses, and within religious organizations. It is appropriate for middle school age students to adults. The introduction section of the booklet discusses how to and who should use the curriculum, grading and assessment, the history of the program, which activities to include if presentation of the curriculum is abbreviated, and solution-focused questions. The rest of the booklet is dedicated to the presentation of 80 activities, with accompanying handouts for most. Descriptions of activities provide objectives of the activity, sequential procedure for the activity, and suggested questions for processing issues raised within the activity. (Contains 17 resources.) (MKA)

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The START Curriculum

- Sharing
- Today
- And
- Responsibility
- Tomorrow

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By: Craig Martin With Judy Lehr

An Interactive and Experiential Curriculum for Building Strong Character and Healthy Relationships In Middle and High Schools

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By Craig Martin With Judy Lehr

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About the Authors

Craig Martin, M.Ed., N.C.C., L.P.C., DAPA

Craig has been the recipient of many accolades for his efforts in assisting with the creation of inviting schools. In 1985 the New Hanover County Human Relations Commission, Wilmington, North Carolina voted Craig Teacher of the Year for his outstanding contributions to human relations in the schools and the community. In 1986 the Ba'hai Faith of Greater Wilmington granted Craig an award for "outstanding contributions to human rights and social progress." The START (Sharing Today And Responsibility Tomorrow) program, which Craig initiated, was a recipient of the Governor's Award for Excellence in Education from the State of North Carolina; The North Carolina School Counselor's Association honored Craig with the Counselor of the Year award for the multilevel in November, 1990. The Association cited Craig's contributions to the counseling profession. Numerous school systems have invited Craig to serve as a consultant for establishing programs for students-at-risk. Craig again was the recipient of the Educator of the Year Award from the New Hanover County Human Relations Commission in February, 1997. Craig is currently implementing the *START Curriculum* in weekly groups in the New Hanover County Schools, Wilmington, North Carolina. He is available to conduct training in the implementation of the *START Curriculum* and may be contacted at 4511 Franklin Ave., Wilmington, NC 28403 (910) 686-1010.

Judy Lehr, Ph.D.

Judy is an associate professor of education at Furman University in Greenville, South Carolina. She has a broad foundation of educational experiences including classroom teacher, school principal, staff development coordinator, and research assistant for the University of Wisconsin's IGE/Secondary Project. Judy's special interest and research is in the area of at-risk students and Invitational Learning. She is coauthor of the best selling book published by the National Education Association, *The At-Risk Low-Achieving Student in the Classroom.* She has served as a consultant and keynote speaker for school districts across the United States, Europe, and Canada.

In addition to teaching responsibilities in the graduate and undergraduate program at Furman University, she is the founder of Furman's Center of Excellence Project. This eight year project has enabled thousands of teachers in model schools in South Carolina to put into practice what current research says about effective strategies for at-risk learners. Judy serves on the executive board for the International Alliance for Invitational Education and is chairperson of the Inviting School Award Program.

Craig and Judy are coauthors of *We're All At-Risk* and *Schools Without Fear,* both published by Educational Media Corporation.

Introduction

The mission of the *START (Sharing Today And Responsibility Tomorrow) Curriculum* is to assist students in developing strong character by providing them with awareness, knowledge, and skills for building healthy relations with themselves, important others, and with the community. This is accomplished through experiential and interactive activities designed to guide students toward making healthy choices while avoiding the temptation to lecture and proselytize.

The need for this curriculum is self-evident. When we look closely at issues that have a major impact on American society we are all too familiar with the concern for school safety, with the often-repeated statistic that one female is battered an average of every 12 seconds, with the polarization of racial and ethnic groups, and with the increasing self-destructive behavior of teenagers whether it be through substance abuse or taken to the extreme, suicide.

The amazing thing is that most school systems require algebra or Shakespeare, both of which many students will never use after finishing school, *but we do not require courses in healthy relationships and students will have relationships throughout their entire lives!*

We hear much discussion in the news about the need to teach character. Character can only be developed through relationships. How can I build honor or integrity without building healthy relationships? This curriculum is sequential. It is designed to guide your student through a process that begins with building healthy relations with self, and ultimately concludes with building responsibility for the school and community. Time may not permit you to cover the entire curriculum. Activities can still be effective used outside the context of the entire curriculum.

Developing this curriculum has been a labor of love. I have experienced a wide range of emotions when conducting this curriculum with students. You are guaranteed to have a supportive sense of community with your students, whether delivered in a class or a counseling group. Most of all, you will have fun!

Craig Martin, M.Ed., NCC, LPC, DAPA

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How to Use the Curriculum

This curriculum may be used in the following formats:

1. There are enough activities, strategies, and lessons to cover an entire semester course which utilizes block scheduling. Strategies and lesson plans are organized in a sequential manner to accommodate a stand-alone course.
2. This curriculum is very effective for group counseling. START was originally designed for weekly personal growth/counseling groups. While strategies have been organized sequentially to accommodate a course, strategies do not have to be used in sequence. You will find a wealth of valuable strategies for individual counseling, group counseling or classroom guidance.
3. You might use pieces of this curriculum as an adjunct to life skills courses, teen living courses, and so forth.
4. This curriculum is a valuable resource for religious organizations that provide "rite of passage programs" for youth groups.
5. The curriculum is flexible enough to be appropriate for anyone from middle school age to adults.
6. Become familiar with each activity before delivering it. If you don't have time to deliver the entire curriculum, choose strategies to meet your main objectives.

Who Should Teach the Course?

The best counselors possess effective teaching skills, and the best teachers possess effective counseling skills. Instructions for strategies will be addressed to you and students will be addressed as "students" simply for convenience. The effective facilitator of this curriculum should have the following traits:

- Ability to refrain from being judgmental about students' responses to discussions of controversial issues.
- Flexibility to allow the process of each activity to flow at its own pace. Don't stop an activity if students are heavily involved.
- Knowledge of community referral sources to assist students with issues that may need to be addressed thoroughly by a professional.
- Enthusiasm about the curriculum. The worst possible scenario for your students would be to mandate someone to deliver the curriculum who doesn't feel comfortable with it.

Grading and Assessment

If this curriculum is used as the content of a semester course, it is recommended that students be required to maintain a portfolio containing all handouts, written work, goals progress sheets, and so forth. Work of this nature should not be assessed as "right" or "wrong." You might assign class participation points for each activity and assignment. Portfolios will not only serve to document your students' participation in the class, they will also find the portfolios to be useful long after the course is complete.

About the START (Sharing Today And Responsibility Tomorrow) Program

The START Program was initiated in the New Hanover County School System, Wilmington, NC, in 1986. This curriculum is the foundation of the program. I was very fortunate to be able to have created an idea and to have been allowed to experiment and innovate over the years. START has been delivered in several formats over the years and now is delivered in a weekly group format. While START has served hundreds of at-risk students over the years, the program has never been limited to one type of clientele. One of the biggest strengths of the START Program has been the diverse cross-section of students who have participated in it: racial and ethnic diversity, gender diversity, socioeconomic diversity, and diversity in achievement levels have all been hallmarks of the START Program.

This curriculum is a culmination of years of trial and error. The activities and strategies contained in this curriculum are those to which students, teachers, counselors, and counselees have best responded.

Aside from my good friend and mentor, Judy Lehr, I would like to thank the following people from the New Hanover County Schools whose support has made the START Program and this curriculum possible:

My wife, Patricia Martin, Career Development Coordinator

Dr. Al Lerch, Assistant Superintendent of Student Support Services

Mr. Bill Wade, Drop-Out Prevention Coordinator

A special thanks to Mrs. Bertha B. Todd, now retired, who as assistant principal of John T. Hoggard High School in 1986 helped develop and initiate the program.

A special thanks to Patti Altice for typing and transferring the copy to a floppy disc.

Another special thanks to Susan Steffenson for her assistance in numerous ways.

Activities Conducted Regularly Throughout the Length of the Course

If the *START Curriculum* is used for a semester course there are certain activities that are most beneficial if they are utilized once every week or at least on alternating weeks. These activities serve as a means of monitoring progress toward goal achievement and as a means for students to problem-solve and gain support for stressful situations that may arise as they participate in the course. If the START curriculum is used for group counseling these same activities will be very beneficial if conducted on a regular basis. The activities are as follows:

I. Solution-Focused Questions

II. Observational Listening

III. The Hot Seat

IV. Hot Seat for Personal Problem Solving

These activities are presented outside the sequence of the rest of the curriculum because they are ongoing and consistent throughout the course.

Solution-Focused Questions

Many activities in this curriculum will recommend the use of solution-focused questions. Solution-focused questions are designed to help students help each other process situations and look for solutions. We avoid "why" questions as much as possible because, most often, "why" questions serve to put people on the defensive, focus on the past, and do not contribute to solving the problem. Some solution-focused questions frequently used in the curriculum are as follows:

- In what way...?
- How...?
- What...?
- What would...?
- How could...?
- What would be different if...?
- What prevents you from...?
- Have you tried...?

To remind your students to use solution-focused questions, post the prompts on the wall or provide them with a handout listing them.

Activity 1 — ***Observational Listening***

Note:

Emphasize to your students that they will use this skill throughout the course.

Objectives:

To teach a specific listening skill.

To provide a helpful way of responding without criticism or judgment.

Procedure:

1. Deliver the mini-lecture, "Observational Listening."

Mini-Lecture—"Observational Listening"

"Often, when we hear someone state a concern or a problem we want to rush in and give advice, or pass judgment, or be critical. In this class we want to avoid all three of those approaches since we are neither gods nor professional counselors. Instead, we want to help each other process; that is , think through, a situation and look at it from different perspectives. We also want to assist each other by sharing that which we observe about a person who is on the hot seat. Not only can we share what we have observed about what a person has said, we can also share what we observe about a person's body language, tone of voice, and facial expressions. In this way the group functions as a mirror through which the person on the hot seat can see him or herself. This is accomplished through observational listening; that is, truly being observant while the other person is talking."

2. Distribute the handout entitled "Observational Listening." Go over the key phrases that begin observational listening statements.
3. Ask your students to write observational listening responses in the appropriate spaces on the worksheet. Divide them into groups of 5 to 7 members and ask them to share their responses to #1 before going to #2, and so forth. After all groups have shared, bring the class back together to discuss the activity.

Suggested Question for Processing:

Was it difficult to think of responses that were not critical, judgmental, or giving advice?

Handout **Observational Listening**

Key Phrases for Observational Listening:

- It appears that....
- It sounds like....
- It looks like....
- I see that....
- I hear that....
- It could be....
- It might be....
- It seems that....

Practice Observational Listening:

Below you will find sample excerpts of monologues from students discussing problems or concerns. Using one of the key phrases listed above, create an observational listening response in the space provided.

Monologue #1

(Student is shaking knee and drumming fingers on the arm of the chair while speaking.) "Like, man, it really doesn't bother me if she wants to chill for awhile, but it's the way she told me. She leaves a message on my answering machine, man! So I try to talk to her every time I see her today and she's always too busy."

Observational Listening Statement:

_____

_____

Monologue #2

(She is looking at the floor-voice tone is very soft, at times too soft to hear.) "So I tried to tell her not to go off with him. He has a reputation for using some really heavy drugs. She was depressed anyway, because her mother hadn't come home in two days. I suppose I could have gotten in my car and followed them, but I don't think it would have mattered."

Observational Listening Response:

_____

_____

Monologue #3

(Giggling nervously) "So he asks me to call him sometime and I didn't know what to say. I think he's really cute, but I don't want to look like I'm coming on to him. I thought it was conceited for him to just think that I would call him because he says to. But I would like to go out with him. I just don't know if he'll make the first move."

Observational Listening Response:

_____

_____

Monologue #4

"How do I tell my parents that I don't want to go to college here? They are really counting on me to carry on the family tradition, but I want to go to a small school that has a good art program. Dad says I'll never make any money with an art major. I would hate to do the kind of work that he does."

Observational Listening Response:

_____

_____

Monologue #5

(Sobbing) "Everyone thinks it's so easy. He hasn't always been like this. It's just lately. He has a lot of stress right now. As bad as it hurts to think he would hit me, the thought of being without him hurts more. He needs me. He'll really go off the deep end if I break it off. I don't know what he'd do to me."

Observational Listening Response:

_____

_____

The Hot Seat!

This is an activity which will be utilized frequently during the course. It is important that the teacher learn the structure for hot seat activity.

The term was coined by Fritz Perls, who created Gestalt Therapy. When a student is on the hot seat it means that, for awhile, your student is the focus of attention. The structure of hot seat activity is always the same no matter what the issue is. The structure for going on the hot seat is as follows:

- Students should always sit in a circle when someone takes the hot seat.
- Person taking the hot seat states the issue for which he or she needs support.
- Each student in the circle asks a question of the person on the hot seat. The question should be related to the issue of concern. The person on the hot seat does not have to answer the question. When the person on the hot seat answers the question, no one is allowed to comment.
- Questions must be solution-focused. Students may ask the person on the hot seat any question that begins with the following words or phrases:

  How....
  What....
  In what way....
  What would....
  How could....
  What prevents you from....
  What would be different if....
  What have you tried....

Instruct your students to avoid asking "why" questions. "Why" questions tend to put people on the defensive and they generally are not solution-focused. After all students in the circle have asked the student on the hot seat a question, everyone in the circle provides an "observational listening" statement to the person on the hot seat. The statement should be related to the responses of the person on the hot seat, and they should be statements regarding something observed about what the person said, body language, and so forth.

Observational listening statements should begin with the following phrases:

I see that....

It appears that....

It seems like....

It sounds like....

It might be....

It could be....

After this procedure is followed, your students may engage in a more open-ended discussion. The advantages of following the structure every time a student takes the hot seat are as follows:

- Questions are solution-focused and assist the person with processing the situation.
- This structure helps students avoid giving advice, which adolescents are prone to doing (and adolescent advice can sometimes be outlandish!) This structure puts the responsibility for decision-making onto the person with the problem.
- The structure works!

Hot Seat for Personal Problem Solving

If the curriculum is used as a semester course, it is recommended that you divide the class into breakout groups and provide the opportunity for your students to go on the hot seat for personal issues once each week. Taking the hot seat should be voluntary.

When a student takes the hot seat for personal problems, the group should first ask *Solution-Focused Questions* related to your student's problem and then make *Observational Listening* statements.

When your students take the hot seat for personal problem solving, everything should remain absolutely confidential, with the exception of two situations:

- If your student makes it clear that there is an intent to commit a violent self-destructive act, or
- If your student makes it clear that there is intent to commit a violent act toward someone else.

When you deliver the curriculum, you should become familiar with local and state laws governing confidentiality. Your students should be made aware of those laws also.

Scheduling the Curriculum for a Semester Course

There are enough activities in this curriculum to easily fill a semester course. Discussions arising from activities may sometimes last for several class periods. It is recommended that you supplement the course with appropriate guest speakers, audiovisual materials, and selected relevant reading materials. For maximum effect, it is recommended that you follow a sample weekly/monthly schedule as follows:

Monday: Activity from the Curriculum
Tuesday: Activity
Wednesday: Activity
Thursday: Activity
Friday: Hot Seat for Personal Problem Solving

Allowing ample and consistent time for personal problem solving is very important. It will serve to build a sense of community and support that many students have never experienced.

It is recommended that you reserve one class period each month to allow each student to take the hot seat in breakout groups to address progress (or lack of it) for the goals they have set. Your students should fill out goals progress sheets weekly.

If you use this curriculum for group counseling purposes, you should extrapolate from the curriculum those activities that best suit your group's purposes and time frame.

If you bring forth
That which is within you,
That which is within you
will save you.

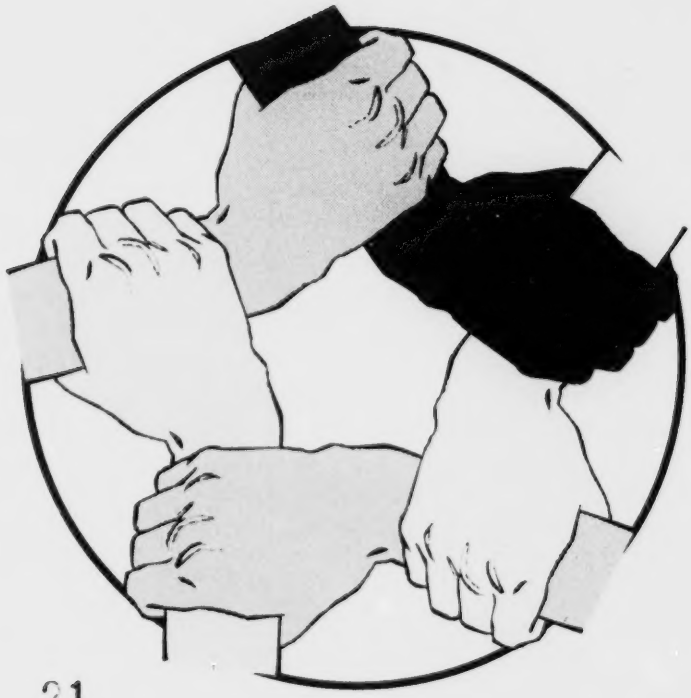
If you do not bring forth
That which is within you,
That which is within you
will destroy you.

Author unknown

20

Section I

Building Trust and Support



Activity 2 **Touch the Shoulder**

Objectives:

To create awareness of how people prejudge other people.

To help your students become acquainted while dispelling prejudgments they may have made about each other.

Procedure:

1. Ask your students to stand in a circle. Tell them that you are going to be suggesting certain categories. Each student must lightly touch the shoulder of the person in the group whom (s)he guesses fits the category.
2. Everyone must make a guess and touch another student in the room. Students may *not* touch you for any category. Also, students may not touch their own shoulders.
3. Students may not talk during this exercise, although laughing will be inevitable.
4. When everyone is touching someone for a category ask your students to look around the room and notice who is being touched. Then tell them to break and return to the circle for another category.
5. The following are suggested categories. Have fun making up your own.
    - Look around the circle and touch the shoulder of the person whose favorite music is country-western.
    - Look around the circle and touch the shoulder of the person whose favorite music is rap.
    - Look around the circle and touch the shoulder of the person who you think is most likely to grow up to be a lawyer.
    - Look around the circle and touch the shoulder of the person who you think will most likely grow up to be a homemaker.
    - Look around the circle and touch the shoulder of the person who you think will most likely grow up to be a minister, rabbi, or spiritual leader.
    - Look around the circle and touch the shoulder of the person who you think had the toughest time getting out of bed this morning.

- Look around the circle and touch the shoulder of the person who you think will participate most in this class.
- Look around the room and touch the shoulder of the person who you think will participate the least in this class.
- Look around the circle and touch the shoulder of the person who you think is in love with someone.
- If this group was stranded on an island, touch the shoulder of the person who you think would emerge as the leader of the group.
- Touch the shoulder of the person who you think would most likely rebel against the leader of the group.
- Look around the room and touch the shoulder of the person who you think will be the most nurturing parent in the group.

6. Ask your students to return to their seats.

Suggested Questions for Processing:

A. How many of you were touched for a category with which you did not agree? (Allow students to share their responses with the entire class. Ask them to share the contrast of how they really perceive themselves as opposed to the category for which they were touched)

B. When you had to choose someone to touch for a category, on what basis did you make your decision?

C. Did you notice any patterns of stereotyping; i.e., mostly males being touched for a certain category, females, people of a certain race?

D. What does this activity tell us about the way we view other people?

Recommended Character Building Assignment:

Ask your students to keep a log, for one day, jotting down brief notes regarding judgments that they make about strangers (without naming names, of course). Discuss with the class the next day.

Activity 3 **Color Your Star**

Objectives:

To assist your students in building trust and support.

To assist your students in becoming aware of the richness and depth of experiences in their lives.

Procedure:

Each group will need a wide variety of colored markers or crayons for this activity.

1. Divide students into groups of 5 to 7 members. Distribute the handout with the blank star to each student. Each group should have an ample supply of markers and/or crayons to share.
2. Announce to students that you will guide them through the process of coloring their stars one section at a time. Tell your students not to go ahead and color another section until you ask them to. Also, tell your students that it is okay to talk softly as they color, but tell them NOT to discuss or explain what they are coloring. In other words, they may talk but they shouldn't talk about the stars until you give instructions for doing so. While students color, soft instrumental music will enhance the mood of introspection.
3. Guide students through the process of coloring the star in the following manner:
   - First, we will begin with the section that says "ME." Choose a color or colors to stand for different parts of you. For instance, you might choose one color to stand for friendliness; another color for intelligent, another color to stand for your temper. Those are only examples. You choose the colors that you want to stand for different parts of you. (Monitor the process, allowing students enough time to finish each section without being rushed. Remind them that it is okay to talk but not about what they are coloring.)
   - Next, to your right, on the point of the star that says "PROUD," pick a color or more than one color to stand for each thing about yourself of which you are proud.
   - On the point of the star below "PROUD," pick a color or a combination of colors to stand for any challenges that you see for yourself. Choose one color for each challenge.
   - On the point of the star that says "COMFORT," pick a color to stand for any thing, person, pet, or activity that brings you comfort.
   - On the point of the star that says "MISS," choose a color to stand for each person that you frequently miss.
   - On the point of the star that says "WISH," pick a color to stand for each wish that you might presently have.
   - On the point of the star that says "TALENT," choose one color for each talent that you have.

- On the point of the star that says "FUN," use one color to stand for everything you like to do for fun.
- On the point of the star that says "CURIOUS," use a color to stand for everything about which you are curious.
- On the point of the star that says "CONFUSED," use a different color to stand for anything about which you are confused.
- And last, but not least, on the point of the star that says "BELIEF," use a different color to stand for every strong belief that you have.

4. Now that your students have completed coloring their stars, ask them to go around the circle in their groups and share one section at a time, with every group beginning with the "ME" section. Students should share what each color represents in each section before proceeding to the next section.

Suggested Questions for Processing:

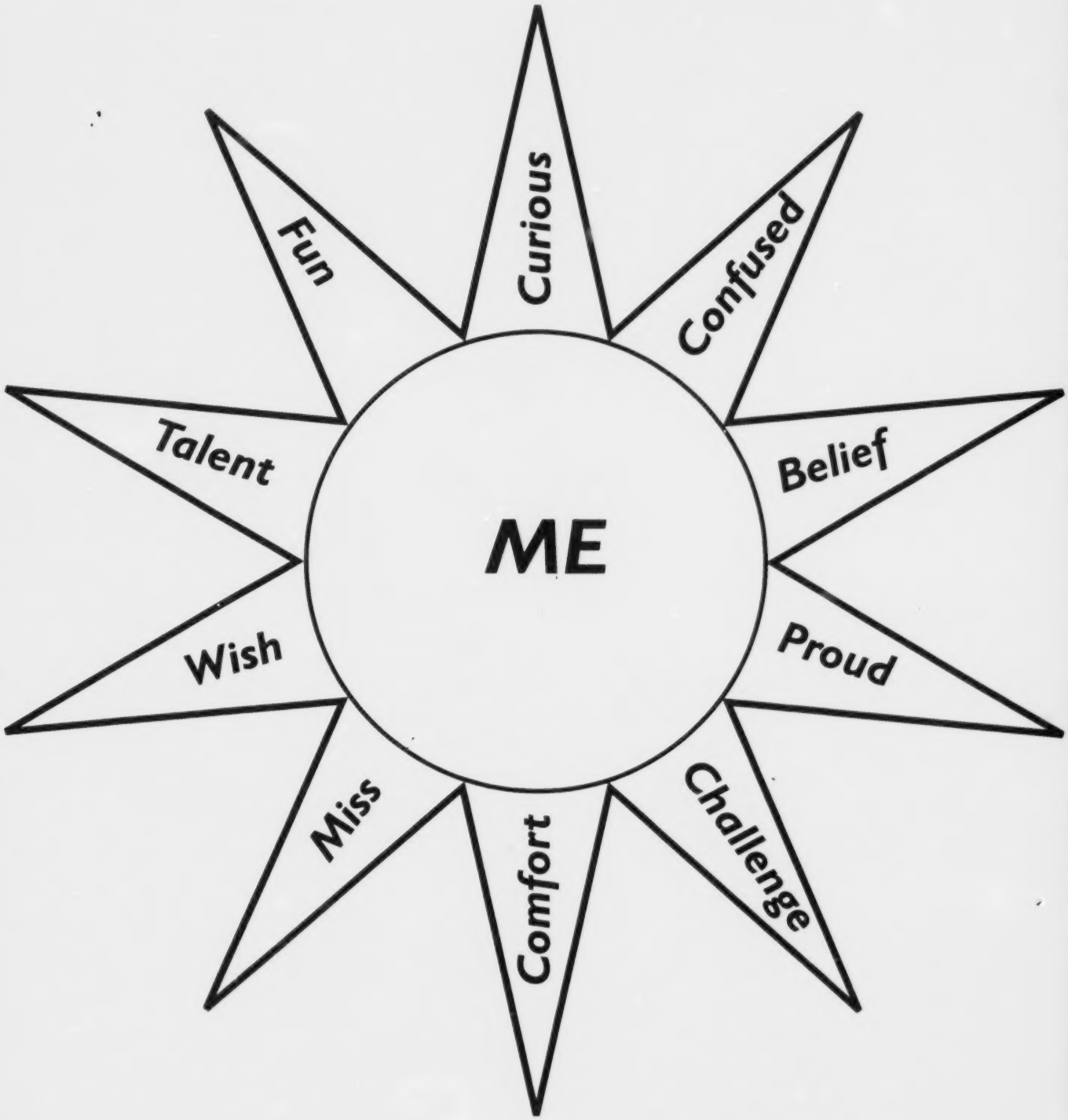
A. Did you become aware of anything about your lives as you look at the wide array of colors on your star?

B. Did you learn more about each other from discussing the stars or from the conversations you had while you were coloring the stars?

C. Suppose someone got up and came over and wadded up your star and crushed it. How would you feel? It's important to point out that every time we laugh at something that someone said in seriousness, or interrupt, or break a confidence, it's like crushing someone's star. Let's keep that in mind throughout the duration of this course.

Stars should be displayed on the wall and then placed into student's portfolios.

Handout **STAR**



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Activity 4

20 Questions

Objectives:

To enable your students to get acquainted.

To build trust within the group.

Procedure:

1. Distribute the handout entitled "20 Questions" ask your students to write responses in the blanks.
2. When your students have finished writing, ask them to sit in a circle. All of the individuals in the group should share their responses to question number one before sharing responses to question number two. Proceed in this manner for all twenty questions. Tell your students that the activity should move rapidly. Therefore, everyone should listen to the responses without asking questions or making comments.
3. After everyone in the group has shared responses to all twenty questions. Bring the class together for processing.

Suggested Questions for Processing:

A. Has this activity affected your comfort level with the group? How so?

B. How can we utilize this support group as one part of the school plan to make this class (group) more inviting for everyone?

Recommended Character Building Assignment:

Encourage your students to select 3 to 5 friends or family members to repeat this activity. Ask them to report their results to the class. Get them to talk abut their experience as group facilitators.

Handout **20 Questions**

1. My name is _____
2. I live at _____
3. I have ____ brothers and sisters.
4. My favorite kind of music is _____
5. My favorite movies are _____
6. My favorite sports are _____
7. My favorite foods are _____
8. What I like to do for fun is _____
9. Three things that I am proud of are _____
10. I would describe myself by saying _____
11. I sometimes worry about _____
12. If I could help change things for the better I would help with the following cause _____
13. The thing that I like best about my school is _____
14. The thing that I like least about my school is _____
15. I think a good teacher is someone who _____
16. The way I feel about being here right now is _____
17. What I would like to get out of this class (group) is _____
18. One time when I felt like someone liked me was _____
19. One time when I felt like someone did not like me was _____
20. I think the biggest challenge facing people my age is _____

Activity 5 — *Tell Me About/I See*

Objectives:

To build trust among your students.

To provide a nonthreatening format for reflecting feelings and behaviors to group members.

Procedure:

Tell your students that the following activity is designed to help group members get to know each other better. Ask for a group member to volunteer to go first. The individual who volunteers is on the "hot seat."

1. While sitting in a circle, each member of the group must ask the person on the hot seat a question that begins with "Tell me about..." If the person on the hot seat feels that the question is too personal, that person may say "pass" and refuse to answer. The asker must then think of another question. After the question is asked, the group must listen without comment.
2. Everyone in the circle will follow the same procedure and ask a "Tell me about..." question.
3. After everyone in the group has asked a question, everyone in the group should make a statement to the person on the hot seat. The statement must begin with "I see that you..." and reflect something the individual has observed or inferred from the responses of the person on the hot seat.
4. The person on the hot seat may then make a statement to the entire group or to any individual in the group. After the closing statement by the person on the hot seat, another group member should immediately be on the hot seat. Follow this procedure until all group members have had a turn on the hot seat.

Suggested Questions for Processing:

A. How did it feel to have group members state an observation about you?

B. Was anyone tempted to ask additional questions or disagree with someone on the hot seat?

C. On a scale of one to ten, ten being the most and one the least, what is your personal trust level in this class? Ask each member to respond.

D. What can hurt trust? What can increase trust?

Recommended Character Building Assignment:

Have each student select a friend or family member with whom to have a conversation. Instead of responding with their own opinions or feelings, students should respond by saying "I see..." Be sure to remind students to inform their partners that this is a class assignment.

Activity 6 ***I, You, We, They, But, And...***

Objectives:

To enable your students to get to know one another better.

To provide your students with the opportunity to practice communicating feelings.

Procedure:

1. Divide your students into dyads and ask them to sit face-to-face.
2. Tell your students that, at the word "go," they may say anything they wish to each other. It doesn't even have to make sense, but whatever they say must begin with the word "I." When one student says something, the other must then take a turn so that one person doesn't dominate the entire discussion. Follow the same procedure using the words "You," "We," "They," "But," and "And."
3. After the dyads complete the "I" exercise, ask them to tell each other how they felt speaking under the restriction. The same procedure applies to "you," "we," and so forth.
4. Ask your students to change partners and repeat the process numerous times.

Suggested Questions for Processing:

A. How did you feel about having to speak under the restrictions?

B. Which word did you feel most uncomfortable using to begin a sentence? Which word did you feel most comfortable using?

C. How did you feel when your partner began every sentence with "you?"

D. How did you feel when your partner began every sentence with "I," with "They," and so forth?

Recommended Character Building Assignment:

Ask your students to practice this exercise with a friend or family member.

Activity 7 — Who Are You?

Objectives:

To encourage the development of positive self talk.

To promote trust.

Procedure:

1. Ask your students to find a partner, stand up, and form a magic square. (When forming magic squares, your students face each other with their shoulders parallel, about two feet from each other—or a comfortable distance.) Model a magic square with a student.
2. Ask each team to decide who is "A" and who is "B."
3. Ask the "A's" to raise their hands.
4. Explain: "You are allowed to say only three words the next two minutes. You may say them over and over again—these words: "Who are you?"
5. Ask the "B's" to raise their hands. They are to answer A's question with the following statement: "I am _____." They are to supply words describing themselves, i.e., "I am intelligent, I am fun, I am a good friend, I am a good student." The important point is to stress that the word may be a noun or adjective, but it must be positive. Negative statements are not allowed. Give your students many examples.
6. Explain that the time allotted is two minutes; there is nothing wrong with silence.
7. Say "Go" and set the timer for two minutes.
8. After the time has elapsed, have your students change roles. Go through the same procedure.

Suggested Questions for Processing:

A. How did you feel when describing yourself?

B. Was it difficult to brag on yourself? Why?

C. Would it have been easier to use negative words about yourself?

D. Researchers have confirmed that we think about 50,000 thoughts every day about ourselves which are our self-talk. Is your self-talk mostly positive or negative?

Recommended Character Building Assignment:

Ask your students to think about all the things they are capable of doing. Students should make a list beginning each statement with I CAN... Tell your students there is no limit to the number of "I CAN" statements. When processing this the next day, have students discuss what prevents them from doing some of the things they listed.

Activity 8 ***What I Would Most Like to Know About _____.***

Objective:

To build trust and bonding within the group.

Procedure:

1. Ask the entire class (group) to sit in a circle.
2. Use a rubber ball, a hackiesack, or something soft that can be thrown among group members in the circle.
3. Ask a person to volunteer to go first.
4. The person who goes first should choose someone in the group to throw the ball to. When the person catches the ball, the person who threw the ball should ask the catcher a question that begins with "What I would most like to know about _____is_____."

   If the catcher does not feel comfortable answering the question he or she may refuse to answer. The thrower then may ask another question.
5. The catcher then throws the ball to another person who has not answered a question and asks the question in the same format. Follow this format until all group members have answered at least one question.

Suggested Questions for Processing:

A. How do you feel when you are in a social situation and people talk about themselves constantly and do not ask you anything about yourself?

B. Explain this statement by Werner Erhard: "If you want to be attractive be curious." How does his statement relate to this activity?

Recommended Character Building Assignment:

Challenge students to set aside a day or two where they will refrain from doing any talking at all about themselves. Challenge them to be curious and ask questions only. Process what they observed from doing this.

Activity 9 — *Introduction Blue/Orange Card*

Objective:

To encourage the use of positive reinforcement.

Procedure:

1. Divide your students into small groups and distribute a copy of "Dr. William Purkey's Blue Card Story" for each group.
2. Ask each group to select a leader to read the story.
3. Have your students reflect on their lives during the past 24 hours. Share with the group examples of blue and orange cards received during that time.
4. Each group will select a person who will record on a piece of chart paper. The recorder will divide the chart into two colors, one labeled blue (positive) and one labeled orange (negative); Without mentioning any names, students will report and the recorder will list their responses on chart paper.
5. Write on the board the invitational Golden Rule—"We need 12 blue cards for every orange."

Handout

A Blue and Orange Card Metaphor

With remarkably few exceptions, each person born is equipped with a magnificent card-filing system. This filing system is sometimes called the brain. The entire card-filing systems weighs less than two pounds, but in a lifetime its data storage capacity can handle 2.8 times 10 to the 20th power bits of information... data cards. As soon as a child is born, he or she begins the lifelong task of collecting cards for the filing system. Countless cards, each containing a bit of information, are permanently filed. The ever-increasing store of cards informs the emerging child what the world is like and how things fit together.

In the card collection process there are only two kinds of cards: blue cards and orange cards. No matter what information is placed on a card, each card is either blue or orange. What is written on a card represents the content, (the lyrics); the color represents the context (the melody).

Blue cards carry the meta-message that the person is able; valuable, and responsible. They encourage the individual to see the world as a good place to be, where there are many things to love that will love in return. Regardless of content, the context of each blue card encourages the best in self-esteem, excitement for living, and the finest qualities of trust, respect, and optimism. Orange cards are exactly the opposite.

Orange cards inform the individual that he or she is unable, worthless, and irresponsible. An orange card warns the person to beware: beware of one's own feelings, or relationships, of life. Orange cards are so painful that individuals will do almost anything to escape the hurt. A major power of drugs and alcohol is that they turn orange to blue, but the effect is illusory.

The colors for the cards were not chosen to honor or demean a football team or suggest that office fabric be replaced. Blue comes in every color, orange comes in every color. Each time a person is caring, respecting, and loving with oneself or others, personally or professionally, he or she is dealing blue cards. Conversely, each time an individual is racist, sexist, insulting, humiliating, uncaring, or thoughtless with oneself or others, personally or professionally, he or she is dealing orange cards.

Each person needs at least 12 blue cards for every one orange card just to survive. To be fully functioning requires a much more positive ratio. When too few blue cards are received too many orange ones, the ration falls below minimum and terrible things begin to happen. Individuals begin to lose self-esteem, optimism, and hope. This loss is coupled with the appearance of pessimism, hostility, and terrible anger.

Dr. William Purkey

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Activity 10 — What Helped Me When I Was Hurting?

Objective:

To enhance awareness of supportive responses.

Procedure:

1. Ask your students to think about a time when they were going through a crisis or an emotionally painful experience. Tell them that they will be sharing those experiences in small groups. Ask them to think about the person who was the most supportive when they were going through the painful experience.
2. Divide your students into groups of 5 to 7 members. Appoint a group spokesperson who will also take notes on the group's discussion. Be sure to emphasize to all your students that all information shared should remain confidential.
3. Each member of each group should respond to the following questions:
   A. Describe a stressful time in your life.
   B. Who was the most supportive person in your life at that time?
   C. What did that person do or say that supported you?
   D. Did that person do or say anything that was not supportive? If so, what?
4. Ask the groups to compile a group list of those things that all group members reported that someone said or did that was supportive.
5. Bring the large group together and ask the spokespersons to share their group's list of those things that were supportive.

Suggested Questions for Processing:

A. Would anyone like to share what it was like for you to do this activity?

B. What did you learn about supporting others?

Recommended Character Building Assignment:

Ask your students to view a television show and record what characters did to support or not support each other. Be very specific.

Activity 11 **Sharing Without Fear**

Objective:

To assist your students in becoming aware of behaviors which indicate support for each other and behaviors which will erode trust and support.

Procedure:

1. Deliver the following brief mini-lecture: "During the time that we are together as a group we will often be dealing with serious and personal issues. We are here to support each other in personal growth. Often you will be in small breakout groups helping each other find solutions to problems. What can each of us do to make sure that each person in each group is supported? What are some things we might do to undermine support and discourage others from trusting us?"
2. Distribute the handout entitled "Ways to Support." Your students may be asked to write responses to questions or they may use the handout to guide them in discussion.
3. Divide your students into groups of 5 to 7 members. Ask each group to appoint a recorder and spokesperson (does not necessarily have to be the same person). Provide each group with a piece of newsprint or flip chart paper. The recorder should write the groups responses on the chart paper
4. After groups have completed the discussion ask the spokesperson from each group to share the group's responses. Tape each group's chart paper to the wall as a reminder to students.

Suggested Question for Processing:

How should we handle a situation where someone might be doing things to erode support? Allow your students to brainstorm ideas and then come to an unamimous agreement about how non-supportive behaviors will be handled by the class (group).

Handout

Sharing Without Fear

1. Some fears that people might have about sharing in the group are:

2. Some things that the group might do to help eliminate those fears are:

3. Some things that people in the group can do to demonstrate support are:

4. Some things that people might do during a group discussion that might cause people to *not* want to share are:

5. List ideas for ways of handling an individual who behaves in ways that erode group trust.

Activity 12 ***Taking Off the Mask***

Objective:

To assist your students to bond and build trust within the group.

Procedure:

1. Distribute a blank 8 1/2 x 11 inch piece of paper to each student.
2. Divide your students into breakout groups of 5 to 7 members. Ask your students in the breakout groups to sit in a circle.
3. Ask your students sitting in the circle to hold the blank sheet of paper in front of their faces. Each student should then share one thing about him or herself with the group. When your student shares, he or she should lower the piece of paper (or the mask) about a 1/2 an inch. Each student in the circle should share one statement and then proceed around the circle to share a second statement, again lowering the mask about 1/2 an inch. This procedure should be followed until each student's face is completely revealed.
4. Be sure to emphasize that students may or may not choose to share personal things about themselves. Statements may be silly, funny, serious, or simple statements of fact, but each statement should be about the speaker. Students may not make statements about others.
5. When each person in each group has completely removed the mask, tell your students they may ask each other follow-up questions about their statements.

Suggested Questions for Processing:

A. How did it feel to be behind the mask and not see the other person clearly or have them see you clearly?

B. We all keep some things about ourselves private, and therefore wear a mask to some extent. In special relationships we reveal more about ourselves. How can we know when it is safe to "take off the mask" in front of another person? When might it be appropriate to stay behind the mask to protect ourselves?

Recommended Character Building Assignment:

Ask your students to draw a self-portrait of the "mask" they most often wear. Allow them to share their pictures and explain.

Activity 13 — Life Stories

Objectives:

To assist your students in becoming aware of past experiences that powerfully influenced the kind of people they have become.

To build support and trust within the group.

Procedure:

1. Divide the class into groups of 5 to 7 members. Distribute the handout entitled "Life Stories." You may ask your students to write responses to the prompts before discussion or the handout may simply be used as a discussion instrument.
2. Ask each person in each group to respond to #1 before proceeding to #2, and so forth. Allow each group enough time to cover all 10 items.

Suggested Questions for Processing:

A. Relate this activity to William Wordsworth's statement, "The child is father to the man."

B. As adolescents, you are in a transition from childhood into adulthood. What things from childhood would you like to carry into adulthood and what things from childhood are you content to say good-bye to?

Recommended Character Building Assignment:

Take a copy of the "Life Stories" handout to a parent, grandparent, aunt, uncle, or older friend of the family. Invite this person to respond to the prompts on the handout.

Handout **Life Stories**

1. The first thing in my life that I remember is _____
_____
_____

2. One of the most powerful memories I can recall from elementary school is _____
_____

3. My first best friend was _____ and he or she could be described by saying _____
_____

4. An early experience that strongly affected my outlook and who I am now was _____
_____

5. Three things that I remember being said about me when I was a child are _____
_____

6. Some things I remember wanting to be when I grew up were _____
_____
_____

7. A person who helped me and whom I trusted as a child was _____ and the things that person said or did that was helpful was _____
_____

8. Someone who let me down when I was a child was _____ because _____

9. Some things that I miss about childhood are _____
_____
_____

10. What I most want to carry with me, always, from childhood is _____
_____
_____

Activity 14 — My Life's Theme Song

Objectives:

To assist your students in becoming aware of recurring patterns in their lives.

To build trust and bonding within the class.

Procedure:

1. On the day prior to this activity ask your students to think about the following:

   "If your life were a movie, what would be your theme song? For instance, in the movie, "The Wizard of Oz" the song "Over the Rainbow" played frequently when Dorothy appeared on the screen. This was her theme song. If your life were a movie what song would be your theme?"

   Ask your students to bring a CD or tape of their theme songs to class the next day. Of course, you will need to provide a CD and tape player.

2. Allow each student to play his or her theme song for the class. Ask your student to explain why he or she chose that particular song. Require the class to listen to each student's song. After the song has finished playing , allow the class time to ask questions of the student who played the song.

Suggested Question for Processing:

Would you like the theme of your life to change or are you satisfied with your theme?

Who would you be
if no one
had ever told you
who you are?

Craig Martin

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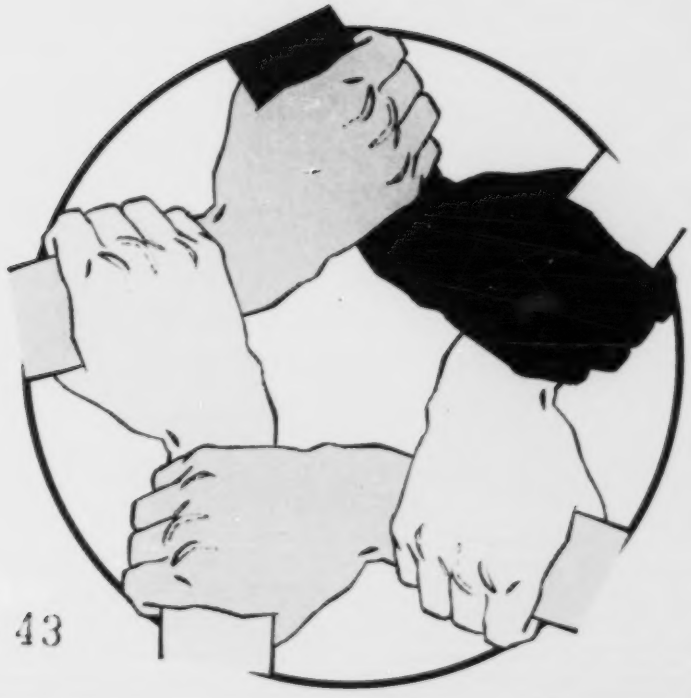
Section II

Building Self-Respect



Activity 15 — How I Treat Myself

Objectives:

To help your students assess how well they take care of themselves emotionally and physically.

To assist your students in developing goals for personal growth.

Procedure:

1. Deliver the following mini-lecture introducing the assessment: "I have a relationship with myself. I treat myself in certain ways, I tell myself things about myself, and I respect myself or disrespect myself. This assessment is designed to give you an idea of how healthy you treat yourself."
2. Allow your students time to complete the assessment. Ask them to add their points and put their score in the "total" space. Divide students into breakout groups. Assign each student in each group to take a turn on the hot seat answering questions about his or her score, and the items for which your students scored lowest. Allow plenty of time so that each student in each group has a turn on the hot seat.
3. Bring the class together and process the activity.

Suggested Questions for Processing:

A. In what way do you think this assessment is an indication of how well you respect yourself?

B. If I do not have a healthy relationship with myself, what are the chances of my having a healthy relationship with someone else?

C. Use the items on which you scored lowest to guide you in setting goals for personal growth, our next activity.

Handout

Self -Relationship Assessment

Directions:

Place the appropriate number beside each statement.

1 - Rarely
2 - Sometimes
3 - Frequently
4 - Often
5 - Very Often / Always

_____ 1. You achieve goals that you set for yourself.
_____ 2. Your self-talk is mostly positive.
_____ 3. You are comfortable being alone.
_____ 4. You express and handle your feelings without hurting yourself or others.
_____ 5. You remain calm and centered when someone is trying to provoke you or "push your buttons."
_____ 6. You are able to refuse requests from peers with which you are not comfortable.
_____ 7. You take and admit responsibility for your part in causing mistakes, conflicts, and problems.
_____ 8. You take time to relax.
_____ 9. You state your true feelings and thoughts even if you risk disapproval.
_____ 10. You avoid using tobacco products.
_____ 11. You avoid using drugs and/or alcohol.
_____ 12. You exercise regularly.
_____ 13. You eat healthy foods on a regular basis.
_____ 14. You get enough sleep.
_____ 15. You have a spiritual faith, path, religion, or practice.
_____ 16. You display compassion and support for your friends and family.
_____ 17. You use a method to calm yourself when you are angry, impatient, or frustrated.
_____ 18. You regularly use your talents (sports, music, drama, dance, etc.)
_____ 19. You are able to laugh at yourself.
_____ 20. You have physical and emotional boundaries which you will not allow others to violate.

_____Total Score

0 - 40 = very low self-respect
40 - 60 = low self-respect
60 - 80 = average self-respect
80 - 100 = high self-respect

Activity 16 **Start Program Goals _____ - _____**

Objective:

To assist your students with setting and achieving academic, personal, and interpersonal goals for the present school year.

Procedure:

1. Distribute the handout entitled "START Program Goals ____ - ____. Tell your students that they will be setting three goals on which they will be working for the entire year. Guide them through the goal-setting process by following the next steps.
2. The first goal will be the grade-point average your student wants to achieve for the present school year. Emphasize that this is the grade point average they want to have achieved by the end of this school year. Also emphasize that the goal they set should be based on what they realistically expect of themselves. The goal should not be set to impress you or the other students. Under "Evidence of Achievement" on the goal sheet, students should write "report cards." Grades from report cards should be entered into your students' portfolios whenever report cards are issued.
3. Under "Personal Improvement Goal" students should set an ongoing goal on which they can focus throughout the year. Tell your students that it should not be a goal to acquire a material possession. Also, the personal improvement goal should be as specific as possible. Example:

   Instead of "Get more exercise."

   "Exercise three days per week for 20 minutes a day."

   Other examples of personal improvement goals are:

   - Eat one serving of fruit, one vegetable, and one source of protein daily.
   - Get eight hours of sleep daily.
   - Practice (musical instrument, sport, art form) 30 minutes daily.
   - To help overcome shyness talk to one new person per week.
   - To reduce stress, meditate 30 minutes daily.
4. Under "Interpersonal Relationship Goal" ask your students to write a goal for improving some aspect of relationships with others. Goals might focus on friendships, family relations, dating relations, race relations, or relations with the community. Again, the more specific the goal is worded the better.

Examples:

- In order to have healthier dating relationships I will discuss the "Dating Relationship Contract" with the people with whom I go out.
- In order not to let people take advantage of me I will practice assertiveness skills in one relationship each week.
- In order to understand people who are homeless I will volunteer one hour to the soup kitchen each week.
- In order to have a better relationship with my mother I will set aside 30 minutes each week to talk about what is going on with me.

Under "Evidence of Achievement," ask your students to write "Goals Progress Sheets."

5. Once goals are set, students should record their progress on the "Goals Progress Sheet" once each week. If students have done nothing to work on goals ask them to explain why on the goals progress sheet. Goals progress sheets should be entered into your students' portfolios each week.

Handout

Start Program Goals School Year ____ - ____

I. Academic Goal

_____

_____

_____

Evidence of Achievement

_____

_____

II. Personal Improvement Goal

_____

_____

_____

Evidence of Achievement

_____

_____

III. Interpersonal Relationship Goal

_____

_____

_____

Evidence of Achievement

_____

_____

Activity 17 — Goals Progress Sheet

Objective:

To provide the opportunity for your students to record and monitor progress toward achieving goals.

Frequency:

Your students should fill out and enter into portfolio once each week for duration of the course (or counseling group).

Procedure:

1. At the beginning of the unit entitled "Building Self-Respect," each student should set three goals to work toward during the semester (or year). The academic goal should be measurable and specific.
2. After doing the assessment entitled "How I Treat Myself" students will set a goal for personal growth. The personal growth goal will be Goal #2.
3. The third goal will be designed to improve interpersonal/social relationships. This Goal will not be set until students begin the unit entitled. "Building Integrity in Relationships."
4. When students have set Goal #1, distribute handout entitled "Goals Progress Sheet" one time per week. Ask your students to briefly record everything they did during the previous week to work toward the goal. Ask them to record if they did nothing and to describe what prevented them from working on their goal. Goals progress sheets should be kept in their portfolios.
5. When each student sets a personal growth goal #2) follow the same procedure as above.
6. When each student sets an interpersonal/social relationship goal (Goal #3) follow the same procedure as above.
7. Ask your students to take the hot seat periodically (once or twice each month) to process the progress they have made toward achieving their goals.

Handout **Goals Progress Sheet**

Date: _____

Goal # 1—I kept my commitment to this goal and did the following this week:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Goal # 2—I kept my commitment to this goal and did the following this week:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Goal # 3—I kept my commitment to this goal and did the following this week:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

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Activity 18 — *Define Winning/Losing*

Objective:

To provide a framework for defining winning actions and losing actions.

Procedure:

Deliver the following mini-lecture, "Winning in a Jam. "

Mini-Lecture—Winning in a Jam

"Suppose you are on your way to school (or work) and you come upon a terrible accident up the road. Now imagine that it will take at least 45 minutes to an hour to clean up the accident. Let's also suppose that you have already been late to school (or work) twice this week and that the principal (or your boss) has been on your case. You know you'll really catch it if you are late again. This could really be a stressful situation, right? Suppose also that there is no way to go around the accident to your left or your right and there's no way to make a U-turn and go back. If there is no way to get around it, then you are what? (Wait for an answer. Inevitably, someone will say "stuck.") Okay, so clearly you are stuck. You don't like being stuck, you don't want to be stuck. Do you have any control over how long it will take to clean up the accident? (Someone will answer "no.") Do you have any control over the fact that you can't turn around or get out of the situation? (Again, a "no.") What is the only thing you have control over in this situation? (Younger kids will offer some wild answers. Accept their answers without judgment or comment until someone says that you only have control over yourself.)

Okay, so if you only have control over yourself, let's suppose that you can deal with the time that you are stuck in either a winning way or a losing way. (Distribute Handout A entitled "Define Winning/Losing" and discuss it with your students. After the definitions have been presented very clearly, next to the traffic jam picture make two columns—one entitled "winning" and one entitled "losing." The discussion then continues.) Now let's return to the traffic jam. If you know you will be stuck in the traffic jam for an hour, what would be some losing ways of dealing with being stuck for that hour?"

(Allow your students to raise their hands and offer ideas. After each idea ask the respondent why that item would be a losing way. Some examples of losing ways might be as follows:

Losing—kicking the tires, honking the horn for a long time, cussing people out, and so forth. Then ask for winning ways. Some examples of winning ways might be as follows:

Winning—get out of the car and do stretches, read the newspaper or a book if you have them, take deep breaths to calm yourself, meditate, sleep, be creative, and write a poem, song, or rap.

When the brainstorming is finished, conclude the lecture by saying, "Every minute of every day each one of us is stuck somewhere, right? Sometimes you like being where you are and sometimes you don't. But every minute of every day you have a choice. You can deal with that minute in a winning way or in a losing way. Sometimes we're stuck in bad family situations, sometimes we feel stuck in school, and some of you may feel stuck right here. You always have the choice to make yourself as comfortable as you can or to make things worse than they are. If you choose losing ways over and over again, you become what? And if you choose winning ways over and over again, you become what? The great thing about life is that you have the choice to turn it around at any time. If you've been choosing losing ways, you can begin to be a winner right now."

Recommended Character Building Assignment:

Distribute Handout B entitled "Winning/Losing Choices." Ask your students to assess their winning and losing behaviors for the last week by completing the handout. Ask your students to share the results with the class. It is suggested that students complete this handout on a regular basis.

Handout A

Define Winning/Losing

A Winning Action is any action whereby...

1. I make the best out of a situation that I don't like.

OR

2. I do something to take good care of my body, mind, or feelings.

OR

3. I do something to help someone.

A Losing Action is any action whereby....

1. I make an unpleasant situation worse than it already is.

OR

2. I do not take good care of my body, mind, or feelings.

OR

3. I do something to intentionally hurt someone else.

Handout B **_Winning / Losing Choices_**

Winning

I. List places where you did not want to be today but you made the best of the situation.

II. List everything that you did to take good care of your body, mind or feelings today.

III. List everything that you did to help someone today.

Total Winning Behaviors _____

Winner _____

Losing

I. List anything that you did to make a situation that you didn't like worse than it already was.

II. List everything that you did not do to take good care of your body, mind or feelings today.

III. List everything that you did to hurt someone on purpose today.

Total Losing Behaviors _____

Losing _____

Activity 19 — *I May be Stuck, But I Still Have Me*

Objective:

To enhance your students' awareness of how they cope with uncomfortable situations over which they have no control.

Procedure:

1. Distribute the handout entitled "A Time That I Felt Stuck." Ask each student to write appropriate responses in the appropriate columns.
2. Divide your students into groups of 5 to 7 members. Each member of each group should share responses to the handout with the rest of their group. Tell your students that they may disagree respectfully with a group member regarding winning or losing ways to handle situations.
3. Bring the class group back together.

Suggested Questions for Processing:

A. Did any of you change your mind about whether you dealt with the situation in a winning or losing way? What caused you to change your mind?

B. How can you decide if dealing with something is winning or losing? What if the entire group thinks you dealt with something in a losing way, but you still think it is winning? Does that mean you are wrong? How should you respond to that group then?

Recommended Character Building Assignment:

Have your students imagine that they are held hostage for one week in their own room. No one else is allowed in the room. Food will be slipped in through the door. Ask your students to write a description of winning ways they would deal with being stuck for that week.

Handout **_A Time That I Felt Stuck_**

A time that I felt stuck (briefly describe.)	**How I dealt with it.**	**Was it a winning or losing way?** (Why or why not?)

Activity 20 — *Winning and Losing Thoughts*

Objective:

To enhance awareness that thinking can be constructive or destructive.

Procedure:

1. Distribute the handout entitled "Winning and Losing Thoughts" to all students.
2. Go over the definitions and directions with your students. Answer any questions needed to clarify misunderstandings.
3. Allow your students time to write their responses to each item on the handout.
4. Conduct a discussion on your students' responses to items on the handout. Emphasize that there are no right or wrong answers. Ask them to give reasons for their answers.

Recommended Character Building Assignment:

Ask your students to be silent for two minutes and observe their thoughts. Have them share their thoughts with the class and identify them as winning or losing. Example: Losing—"the teacher's never going to call time." Winning—"this is very peaceful."

Handout

Winning and Losing Thoughts

1. **A winning thought is a thought that helps us to become as comfortable as possible, even in adverse circumstances.**
2. **A losing thought is a thought that makes an uncomfortable situation even worse than it already is.**

Using these two definitions, circle W or L to label the following thoughts as either "winning" (W) or "losing" (L).

W L 1. I'll never get out of this mess.
W L 2. While I'm waiting to be interviewed I'll think of all my accomplishments.
W L 3. I choose to be alone tonight.
W L 4. I'm no good at meeting new people.
W L 5. Mary is a snob.
W L 6. Mary doesn't think I'm attractive.
W L 7. I wonder why Mary is acting that way.
W L 8. If I blow this test, I'll blow my chances of getting into a good school.
W L 9. Whatever I score on this test, everything will work out okay . I have many options in my life.
W L 10. I shouldn't get so angry over little things.
W L 11. I choose not to quit smoking.
W L 12. Whatever I feel is valid. The fact that I feel this way so often is very interesting.
W L 13. I can't quit smoking.
W L 14. This trip is awfully boring.
W L 15. I think I'll pass the time by creating wonderful daydreams.
W L 16. My teacher is out to get me.
W L 17. I feel uncomfortable with my relationship with my teacher.
W L 18. I sure do mess up a lot.
W L 19. Sometimes I make mistakes; often I can correct them.

Complete the following:

If I think losing thoughts over and over again, I become _____ _____.

If I think winning thoughts over and over again I become _____ _____.

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Activity 21 — How I Handle My Feelings

Objective:

To enhance awareness of constructive and destructive ways of handling emotions.

Procedure:

1. Distribute the handout "How I Handle My Feelings."
2. Go over the directions on the handout. Be sure to emphasize that the blanks should be filled in with descriptions of specific BEHAVIORS.

   Examples:

   When I feel lonely, I sit in my room and sulk. Or, I call someone I don't like to avoid being alone.

   NOT

   When I feel lonely, I get sad.
3. Define the following: The difference between a winner and a loser when it comes to how feelings and emotions are handled.

   WINNING—I USE THE FEELING TO HELP ME GROW, PERHAPS TO CREATE, TO BECOME CLOSER TO ANOTHER PERSON, AND TO KNOW MYSELF BETTER.

   LOSING—I HANDLE THE EMOTION IN SUCH A WAY THAT IT HURTS ME WORSE THAN I AM ALREADY HURT OR IT HURTS SOMEONE ELSE.
4. When everyone has completed the handout as directed, tell your students that they will be divided into groups of 5 to 7 members. Appoint a leader for each group. The leader should keep the discussion going at a brisk pace and ensure that everyone in the group participates. All individuals in the group should share their responses to item one and whether they feel it is winning or losing. Proceed to share item two, and so forth. Bring the groups back together.

Suggested Questions for Processing:

A. What did you learn about yourself from doing this activity?

B. What did you learn about others?

C. How can painful feelings actually help us?

D. What can happen if we try to avoid dealing with our feelings?

Recommended Character Building Assignment:

Divide the class into small groups. Have each class develop an original skit to demonstrate winning and losing ways to deal with emotions. Encourage creativity.

Handout

How I Handle My Feelings

Directions:

List the things that you *do* when you have these feelings.

1. When I feel lonely, I _____
_____

2. When I feel sad, I _____
_____

3. When I feel rejected, I _____
_____

4. When I feel guilty, I _____
_____

5. When I feel insecure, I _____
_____

6. When I feel happy, I _____
_____

7. When I feel loving, I _____
_____

8. When I feel angry, I _____
_____

9. When I feel misunderstood, I _____
_____

10. When I feel jealous, I _____
_____

Activity 22 — *Using My Feelings to Grow*

Objective:

To enhance your students' knowledge of constructive vs. destructive ways of coping with feelings.

Procedure:

Mini-lecture and group activity.

Mini-lecture

"A winner sometimes feels lonely or guilty or angry or depressed. A loser sometimes feels lonely or guilty or angry or depressed. It's only natural that all of us have these feelings from time to time. If winners and losers both have these feelings, then what is the difference between a winner and a loser when it comes to dealing with feelings?

(Allow your students time to share answers.) Okay, so we can sum it up by saying the difference between a winner and a loser when it comes to dealing with feelings is this:

> **A winner deals with feelings in such a way as to facilitate growth, to become a better person. A loser deals with feelings in such a way as to be destructive to self or others.**

Okay, now let's write an emotion on the board; say, for instance "anger." And under the word "anger" I will make two columns; one will say "winning" and the other "losing." Now can anyone share with me some losing ways of dealing with anger?"

(Allow your students time to respond. As each item is offered, ask the group why that item would be winning or losing.) Sample items might include:

Anger

Winning	Losing
Write a poem or song	Hit someone
Deep breathing	Hold your anger until you explode
Brisk walk or run	Use drugs or alcohol

After the brainstorming for the sample item has been completed, begin the following activity:

1. Divide your students into small groups. Distribute newsprint and a marker to each group. Groups should consist of 5 to 7 members.
2. Assign each group to discuss a particular emotion following the format used with the sample above.
3. Each group should have a spokesperson who will report to the large group. Sample emotions that might be assigned to groups include loneliness, rejection, love, guilt, sadness, and so forth.
4. Allow 15 to 20 minutes for the groups to brainstorm.

Recommended Character Building Assignment:

Ask each student to identify the emotion with which they have the greatest difficulty. Have students share their emotion in small groups. Each group member should provide a winning way to deal with the emotion.

Activity 23 — Draw Your Toughest Emotion

Objectives:

To assist your students in dealing with emotions in healthy and constructive ways.

To help your students diffuse the power that emotions have over them.

Procedure:

1. Divide your students into groups of 5 to 7 members. Distribute crayons, markers, or colored pencils with a wide variety of colors to each group. Each group member should also receive a blank piece of sketch paper.
2. Before giving your students the assignment, deliver the following brief mini-lecture:

Mini-Lecture

"We all handle some emotions better than other emotions. For instance, some people are very good at handling anger in a healthy way, but may not be able to handle depression or rejection in a healthy way. Which emotion is the toughest for you to handle? Here are some possibilities:

anger	depression
love	embarrassment
jealousy	fear
rejection	hurt
loneliness	happiness

Of course, you might have others in mind and that's okay."

3. Tell your students that when you begin the music to draw their toughest emotion. Tell them that the emotion may take any shape or form. Any combination of colors may be used.
4. After your students have drawn the emotion ask them to give the emotion a name. Tell them that the name should be neutral; i.e., instead of a name like "Satan," use a name with no particular negative or positive connotations. The name should be written on the picture.

5. Once the above steps are completed, ask your students to remain in their groups for some hot seat work. Each student in each group should take a turn on the hot seat to answer questions about his or her picture emotion. When taking the hot seat, your student should show his or her drawing to the group. Each member of the group should then proceed to ask your student on the hot seat a solution-focused-processing question about the emotion pictured. Questions should begin with following words or phrases:

   Tell me about....

   In what way....

   How....

   What....

   What would be different if....

   What would prevent you from....

   How could....

   Who....

   Write question prompts on the chalkboard to review with your students.

6. After each member of the group has asked the person on the hot seat questions, each member of the group should provide an observational listening statement to the person on the hot seat. Review observational listening prompts with your students.

   I see that....

   It appears that....

   It seems like....

   It might be....

   It could be....

   It sounds like....

7. Follow the same procedure until every student in every group has a turn on the hot seat.

Suggested Questions for Processing:

A. How might giving your emotion a name decrease its power over you?

B. Did any of you become aware of how the emotion might work for you instead of against you?

Activity 24 — Round the Circle/Coping with Emotions

Objective:

To assist your students in brainstorming healthy ways of dealing with emotions.

Procedure:

1. Divide students into groups of 5 to 7 members. Each group should sit in a circle. Distribute the handout entitled "Round the Circle/ Coping With Emotions." Ask each student to enter an emotion in the appropriate space. The emotion should be an emotion that is difficult for your student to handle.
2. When you say "Go," all students should pass their sheets to the students on their left. The student who receives the sheet should enter as many ideas under the "winning" and "losing" columns as time will allow. Give them about 30 seconds to write their ideas. After 30 seconds say, "Pass it on." This procedure should be followed until every student's paper comes full circle to the original owner.

Suggested Questions for Processing:

A. Share with the class some of the better ideas written on your paper.

B. Were there any ideas listed under "winning" that you thought were actually "losing" and vice-versa?

Difficult Emotion _____

WINNING **LOSING**

Activity 25 — *I Can't /I Choose Not To*

Objective:

To assist your students in examining beliefs about themselves.

Procedure:

1. Distribute the handout entitled "I Can't/I Choose Not To." Explain to your students that the language we use to speak to ourselves is very important. If we tell ourselves, "I can't," we limit ourselves and erode our self-esteem. If we say to ourselves, "I choose not to," we put ourselves into a position of choice, thereby empowering ourselves.
2. Instruct your students to make a list, under the "I can't" column, of things that they have told themselves they cannot do.

   Example:

   I can't get a boyfriend.

   I can't do math.

   Ask them to make the list as complete as possible.
3. Groups should be arranged in circles. Ask each student to choose only one item that he or she listed under the "I can't" column. The first student to share in each group is on the "hot seat."
4. When the person on the "hot seat" reads one item from the list, each member in the circle should take a turn asking a "Have you tried..." question. For instance, if Person A has said, "I can't dance," Person B might say, "Have you tried taking lessons?" Person C might say, "Have you tried practicing for at least an hour a day?" After each "Have you tried..." question, the person on the hot seat MUST respond with only a "yes" or a "no." This is a very important rule. There should be no other exchange between the person on the hot seat and the other members of the group.
5. Each member of each group should have the opportunity to be on the hot seat.
6. Allow about 10 to 15 minutes for the groups to finish. If everyone has followed the rules, that should be plenty of time.
7. Ask the class to reconvene. Ask everyone to transfer everything they listed under the "I can't" column to the "I choose not to" column.

8. Suggested questions for processing:
   A. How did it feel to be confronted with the "Have you tried..." question?
   B. How did it feel to have to answer "yes" or "no" without being able to argue or make excuses?
   C. Why do we make excuses for that which we have not tried?
   D. Why is it so important to be aware that we are choosing not to do something rather than being unable to?

Recommended Character Building Assignment:

Ask an adult to share examples from his or her life of something they thought they could not do but were able to achieve. What was it that enabled them to achieve in spite of the negative belief?

Handout

I Can't / I Choose Not To

I Can't	I Choose Not To

Activity 26 — *I Should / What or How*

Objectives:

To support your students in decision making.

To provide feedback to your students regarding the consequences of the decisions under consideration.

Procedure:

1. Divide the class into breakout groups of 5 to 7 members.
2. Ask one member of the group to volunteer to be on the hot seat.
3. When the designated person volunteers, he or she should share an "I should..." statement with the group.

   Examples:

   "I should lose weight."

   "I should study harder."

   "I should go back to school."
4. The person sitting on the right of the person on the hot seat should respond to the "I should..." statement with a solution-focused question (see page 9). The person on the hot seat should answer the question. When the person on the hot seat responds, the group should simply listen without comment.
5. When everyone has asked the person on the hot seat a question, the person on the hot seat should make a statement. The statement must be a choice of one of the following:

"I will _____ because _____."

"I will not _____ because _____."

"I may not _____ because _____."

Example:

"I may not lose weight because I enjoy sweets too much."

6. Proceed in the same fashion until each member of the group has had a turn on the hot seat.

Suggested Questions for Processing:

A. How did it feel to be confronted with a solution-focused question?

B. Did this activity motivate anyone to not do something you thought you should do?

C. We humans are constantly telling ourselves we should or should not do something. Is this a healthy or unhealthy way of thinking in your opinion?

Recommended Character Building Assignment:

Ask your students to list three things that they have repeatedly told themselves that they should do but haven't done. For each item ask your students to process answers to the following questions. This may be done within the breakout groups or in writing.

Example:

I should have studied harder in the eighth grade.

I should shown my parents more attention.

I should have practiced the piano more.

Questions to Answer for Each Item:

1. In what way would life have been different for you if you had done that?
2. What prevented you from doing that?
3. How does the fact that you didn't choose to do that affect you now?
4. You can't change the past. What can you do to keep past choices that you regret from bothering you?

Activity 27 — Give Yourself Permission to Fail

Objective:

To increase the awareness that failure is a part of life and that many people we might consider successful have experienced major failures in their lives.

Procedure:

1. Announce to your students that you are going to give them a test.
2. Explain that you are going to read a description of a person based on factual information. Based only on what you read, they are to work with a partner and decide if the persons you have described were probably successes or failures in their chosen careers.
3. Using the handout entitled "Give Yourself Permission to Fail," read the descriptions of each person.
4. After each description, have a discussion about who that might be or have been. Have them guess the person. Following the discussion, give them the answers.
    1. Abraham Lincoln
    2. Lucille Ball
    3. Dr. Seuss
    4. Barbara Jordon
    5. Harrison Ford—Does Indian Jones ring a bell?
    6. Winston Churchill
    7. Madame Curie
    8. Milton Hershey
    9. Alex Haley
    10. Ray Kroc, founder of McDonald's hamburger chain
    11. Michael Jordan
    12. Babe Ruth
    13. Walt Disney
    14. Orel Hershiser, pitcher for the LA
    15. Lou Holtz, former head football coach at Notre Dame
    16. Steve Largent—caught more passes than any other NFL player
    17. Tyrone Bogues—pro basket ball player for Charlotte Hornets
    18. Oprah Winfrey
    19. Milton Berle
    20. Tom Monaghan—owner and CEO of Domino's Pizza
    21. Wilma Rudolph—named the Queen of the 1960 Olympics—fastest woman in the world
5. Have a wrap-up discussion on the importance of accepting failure as a part of life and learning to grow from failure.

Handout

Give Yourself Permission to Fail

1. He ran for political office seven times and was defeated each time.
2. She wanted to be a performer; she went to drama school in New York. After several months, the school wrote her mother that she had no acting ability at all. They said "take her back home."
3. He wanted to publish a children's book. It was rejected by publishers 54 times.
4. She wanted to be a leader. When she ran for president of her college class, she lost. She ran for the Texas legislature two years later and lost.
5. He was quiet and not involved in high school. He flunked out of college. Acting was a way out of not knowing what to do.
6. He wanted to be a military leader or a great statesman. As a student, he failed three times in his exams to enter the Military Academy.
7. In trying to solve a problem, she tried 487 experiments, all of which failed.
8. He wanted to be an outstanding businessman. He wanted his own candy store. At 19 he tried to operate one. It failed. He went to New York and tried to manufacture candy. That failed too.
9. He wanted to be a writer. Never in eight years of writing did he have an article accepted for publication. He had literally hundreds of rejection slips. At age 37, all he had was $.18 in his pocket and two cans of sardines to eat.
10. He wanted to be an outstanding businessman. At age 52 he had been selling milkshake mixers for years, which had put him $100,000 in debt. His other jobs included selling paper cups for 17 years, playing the piano in a nightclub, and selling real estate in Florida. He had diabetes, arthritis, had lost his gallbladder and most of his thyroid gland.
11. He was cut from the high school J. V. basketball team.
12. In sports, he struck out 1,330 times in baseball.
13. He wanted to sketch and create cartoons. He applied for a job with a Kansas City newspaper. After looking at his work, the editor said, "To be frank with you, it's easy to see from these sketches that you have no talent."
14. He failed to make his high school baseball team's traveling squad as a freshman. The L. A. Dodgers thought of him as a relief pitcher . He gave up 20 runs in seven innings in the minor leagues.

15. He talks with a lisp. He was below average as a football player. He wears thick-lens glasses. He is small in stature.
16. His father left him at age six. He was cut from the Houston Oilers because he was too slow and too small.
17. He was 5'3" tall. He had to be on his high school's wrestling team in the ninth grade to win a letter. He was considered too short to play pro basketball.
18. She was born out of wedlock. She was sent to a juvenile-detention home at 18. She ate to feel better about her problems and weighed over 200 pounds.
19. He, his four brothers, and one sister ate rice three times a day. His family would move from place to place in New York because it was cheaper than paying rent. He worked in movies at age five to support his family. He was the boy in the Buster Brown shoe ads.
20. He was raised in an orphanage. He never finished college. He put a $75 down payment on his business.
21. When she was four years old, she was struck by pneumonia, scarlet fever, and polio. She nearly died and lost her ability to walk. Her brothers and sisters massaged her legs five times a day.

Activity 28 — *Beliefs About Myself*

Objective:

To enable your students to become aware of how their beliefs about themselves affect their choices and behaviors.

Procedure:

1. Distribute the handout entitled "Beliefs About Myself." Ask your students to place a checkmark beside any statement, positive or negative, that applies to them.
2. Ask each student to circle the statement that he or she thinks is the most powerful belief in affecting his or her choices and behaviors. Again, the statement may be negative or positive.
3. Divide your students into groups of 5 to 7 members. Ask each group to form a circle. Each student should take a turn on the hot seat (see "The Hot Seat" in the introduction) about the statement that he or she circled. Since this is one of the first hot seat activities, provide your students with examples of questions they might ask. Some examples are as follows:

Student's statement: I can't trust anyone.

Sample Questions:

- In what way have people violated your trust?
- Tell me about your expectations of people.
- What could you do to find out if someone is trustworthy before you trust them?
- How do you respond to a person who violates your trust?
- Tell me about a time that someone felt that you violated their trust.
- What would be different in your life if you believed that you could trust people?

Remember, when a person is on the hot seat each person in the circle should ask one question, allow the person on the hot seat to respond, make no comments on the answer, and then allow the next person in the circle to ask a question. After all questions have been asked, each person should make an observational listening statement to the person on the hot seat.

Sample Observational Listening Statements:

- I see that not being able to trust people hurts your relationships.
- It appears that you've had some bad experiences when you have trusted people.
- It seems like you really want to trust people.
- It could be that your expectations of people are too high.
- I see that your knee was shaking every time you talked about _____.

After everyone in the group has made a statement to the person on the hot seat, the person on the hot seat may comment on the statements if he or she wishes. Remember to remind the person on the hot seat that it is not necessary to agree with any of the statements. He or she has to determine the value of each statement.

4. Follow the same procedure until each person in each group has had a turn on the hot seat. Be sure to remind students that the questions and statements should move rapidly and that the group should not deviate from the structure of the activity.

Suggested Questions for Processing:

A. How do we acquire our beliefs about ourselves?

B. What was it like to have your beliefs questioned?

C. What are some ways we might change negative beliefs about ourselves into positive beliefs?

Recommended Character Building Assignment:

Ask your students to discuss or write about the meaning of the following two quotes:

"As a man thinketh so is he."
Jesus

"Who would you be if no one
had ever told you who you are?"
Craig Martin

Handout

Beliefs About Myself

Place a checkmark beside any descriptor that you think applies to you in either column.

NEGATIVE

___ I am not good enough.

___ I am not attractive enough.

___ I can't trust anyone.

___ I can't measure up.

___ People always let me down.

___ I am a bad person.

___ I cannot trust my own judgment.

___ I cannot succeed.

___ I am not in control.

___ I am powerless.

___ I am weak.

___ I am a disappointment.

___ I cannot get what I want.

___ I have to please everyone.

___ I cannot open up.

___ I'll never live up to expectations.

___ I am unimportant.

Add any statements that may not have been included in this list.

POSITIVE

___ I express my emotions in healthy ways.

___ I am lovable in spite of mistakes that I make.

___ I deserve to be treated with respect.

___ I am satisfied with the amount of choices and control I have over my own life.

___ I am capable of achieving goals that I set for myself.

___ I trust those people who are close to me.

___ I have much to offer in relationships (not material things).

___ It's okay if I don't live up to everyone's expectations.

___ I have high hopes for the future.

___ I use failure as an opportunity to grow.

___ I am important.

Add any statements that may not have been included in this list.

Activity 29 **Focusing**

Objective:

To provide students with a technique for practicing concentration and self-control.

Procedure:

1. Distribute the handout entitled "Breathing Exercise for Focus and Self-Control."
2. Tell your students that this technique should be practiced alone, without interruption, in a sitting position.
3. Guide students through practicing the technique occasionally. The more they practice the more likely they are to remember to utilize the technique.

Suggested Question For Processing:

Describe some situations where this technique might come in handy. (Examples):

- To help with insomnia.
- When things are tense in the home, go into your room and do the technique to calm down.
- A teacher might ask a student to sit alone and practice this to calm down.
- Practice before an event that evokes anxiety such as a job interview, a performance, or an important test.

Handout

Breathing Exercise for Focus and Self-Control

You begin to feel angry, anxious, tense, whatever. Your intent is to stay in control and avoid losing your temper or saying something you will regret.

Immediately do the following:

Count the out breath up to the count of 10.

Slowly inhale, slowly exhale—#1

Slowly inhale, slowly exhale—#2

Slowly inhale, slowly exhale—#3

Until you reach the #10. If you lose concentration, begin again.

If you have counted 10 out breaths and still feel agitated, repeat the process, perhaps several times.

Activity 30 — I Choose Calm: Deep Breathing for Self-Control

Objective:

To provide students with a technique to help them calm themselves when angry, nervous, anxious, afraid, or hyperactive.

Procedure:

1. Distribute the handout entitled "Deep Breathing for Self-Control."
2. Explain to your students that this is a technique that they can use to calm and center themselves when they begin to feel anger, fear, anxiety, or frustration.
3. Guide them through practicing the technique periodically. The more they practice, the more likely they are to remember to use the technique.
4. Remind them that they may need to do the process numerous times before they are calm.
5. Share the following statement with your students: "If I can control my pace of breathing I can control myself."

Handout **Deep Breathing for Self-Control**

As you slowly inhale, say to yourself
"I choose calm."
Hold your breath for a slow count of
1-2-3.
Then slowly exhale.
Repeat until you are calm.

Activity 31 **Gifts From Within**

Objectives:

To assist your students with focus and concentration.

To teach your students a method for relaxing and reenergizing.

To teach your students a method to assist them with decision-making and problem-solving.

Procedure:

1. Ask your students to select from one of the following prompts to frame a question:
   - What do I need to know about (enter something specific in the blank) _____?
   - Should I _____ or should I _____?

     (Enter something specific in the blanks—a decision with which your student has been struggling.)
   - What do I most need to know about myself right now?

     Each student should select only one question and then write it down. After writing the questions, ask your students to put them aside.
2. Tell your students that they will be taking a mental journey to help answer their questions. Also, review with students the objectives listed above.
3. When your students are settled and ready to begin, read aloud slowly from the handout entitled "Gifts From Within." Be sure to read in a calm, soothing tone and to pause when indicated.
4. When the process has been completed and students have opened their eyes, ask them to write a brief description of the following:
   - The special place
   - The natural scene surrounding the path
   - The wise being
   - The wise being's answer to the question asked
   - The gift given to the wise being

Ask your students to enter the description into their portfolios. Guide students through this process every couple of weeks, allowing your students to ask a new question each time. Ask your students to document each time and enter into their portfolios.

Suggested Question for Processing:

Encourage but don't require students to share the descriptions of their experiences.

Handout

Gifts From Within (Guided Imagery)

Place your feet flat on the floor, keep your head straight with your chin slightly upward. Place your hands on your lap and keep your back straight but not rigid. In a few seconds I will be asking you to close your eyes. I will be suggesting that you create certain experiences in your mind. Do not respond to any of the suggestions verbally. If there are any distractions, allow them to pass, then return to focusing on the experience you are creating. If any thoughts disturb your concentration, allow them to pass, and return to focusing.

Now, with your eyes closed, inhale slowly, hold your breath, and as you slowly exhale visualize the #3 three times.

Take another deep breath, hold, and as you slowly exhale visualize the #2 three times.

Slowly inhale once again, hold, and as you slowly exhale visualize the #1 three times.

Now I would like you to create the experience of standing at the top of a staircase. You will hear me slowly count from 10 to 1. With each number create the experience of stepping down one step on the staircase, breathing in deeply as you step down and exhaling slowly as you rest on the step. (*To the Teacher: Pause for about 3 seconds between each number.*) 10-9-8-7-6-5-4-3-2-1.

Now slowly inhale once again and step onto the floor at the bottom of the staircase. Good. You are now in your own special place of relaxation and safety. Next to the staircase you will find a huge vase. Create the experience of placing any worries, fears, or problems into the vase for safekeeping. *(Pause for about 5 seconds.)*

Take a few seconds now, while I am silent, to create the experience of enjoying your special place. Remember, you may create it any way that you want it to be. You may have anything there to help you feel relaxed, safe, secure, and healthy. As you create the experience of enjoying your special place, allow any distractions to pass and then return to focusing on your experience. *(Pause for 15 seconds.)*

Excellent. Now take another deep breath, hold, and as you slowly exhale create the experience of stepping out of your special place into a beautiful scene in nature. And in the middle of this beautiful scene is a path. I'm going to pause for a few seconds while you create the experience of walking on your path. Remember, you may create your natural scene any way you want it to be. You may have any plants, animals, trees, water, that you desire. Whatever may distract you, allow it to pass as you return to focusing on this scene. *(Pause for 15 seconds.)*

Excellent. Now take another deep breath, hold, and as you slowly exhale you will notice a vague outline, in the distance, of a very wise being. This being may take any shape or form that you desire. As you continue on

the path, the wise being becomes clearer to you, until you are close enough to experience the wise being's presence in total clarity. This wise being is part of you, all loving, all accepting, and knows what is best for you apart from fears and anxieties. Create the experience of greeting the wise being in any way you feel is appropriate. *(Pause for 5 seconds.)*

Now create the experience of asking the wise being the question that you chose before we begin this process. *(Pause for 10 seconds.)*

Now allow yourself to receive the answer from the wise being. The answer may come in words or perhaps a symbol. *(Pause for 10 seconds.)*

Thank the wise being for the information that you have received. And now create the experience of giving the wise being a gift of appreciation from yourself. *(Pause for 5 seconds.)*

Now say good-bye to the wise being, knowing that you may return at any time to visit again. *(Pause for 5 seconds.)*

Create the experience of returning, on your path, to your special place. Once again, notice the natural beauty surrounding you. Notice that you are healthy, happy, revitalized, and better off for this experience. *(Pause for 5 seconds.)*

Now create the experience of entering your special place. Slowly approach the staircase and begin to climb the steps. You will hear me begin to count from 5 to 1. When I reach the #1, slowly open your eyes and come back into the room when you are ready. 5-4-3-2-1. You may slowly open your eyes and come back into the room.

Activity 32 — *If I Can See It—I Can Be It*

Objective:

To teach your students a technique which will enable them to reduce stress, improve self-esteem, and help them to improve their ability to concentrate.

Procedure:

It is suggested that you, as the teacher, experience the relaxation technique described on the handout.

1. Your students should be told that they are about to take an inward "vacation." Explain that they will be asked to create certain pictures in their minds. If they do not get clear pictures that is okay. The idea is to get a sense of the suggested picture. Explain that, while their eyes are closed, whatever thoughts enter their minds, whatever external sights or sounds occur, allow those interruptions to pass as they remain with eyes closed, always returning to the picture.
2. Try to guide them through this technique during a period when interruptions will be minimal. It is helpful to turn off the lights in the room. Ask your students to sit with their backs straight in order to breathe deeply and evenly. Remind your students throughout the process to breathe deeply and evenly.
3. Read slowly and softly from the handout entitled "If I Can See It—I Can Be It." Pause for several seconds between each sentence. If someone giggles, coughs, or makes an annoying sound, ignore it and continue to speak with a fluid voice.
4. When the process has been completed and all eyes are open, ask softly if anyone would like to share his or her experience. Allow your students to stand and stretch.
5. Provide everyone with a copy of the handout. Encourage them to practice relaxation on their own at least once a day.
6. Guide them through the process several more times to provide them with the opportunity to practice and to become aware of the benefits of consistent practice.

Handout

If I Can See It—I Can Be It

1. Find a private, quiet place where you will not be disturbed. Sit in a comfortable position and allow your body to relax.
2. Close your eyes, take a deep breath, and hold for a second, then slowly exhale. Take another deep breath, hold, and slowly exhale. Take another deep breath, hold, and slowly exhale. Count from 10 to 1 silently, then take a deep breath and begin your visualization.
3. The Visualization: The visualization is divided into three parts. First, after you have counted from 10 to 1 and taken a deep breath, visualize your favorite place of relaxation (real or imaginary).
    A. **Love**—In your favorite place of relaxation, visualize yourself giving warm, affectionate hugs to important people in your life, one at a time. Visualize yourself telling the person that you love him or her. You may especially want to include someone with whom you've been having difficulties lately. Invite each person in to your place of relaxation, express love, and then, as that person leaves, express affection to the next person. Do this as long as you have people. However, leave enough time for the rest of the relaxation technique. (Allow about 20 to 25 seconds before proceeding.)
    B. **Health**—Visualize yourself in your place of relaxation looking healthy, happy, alive with energy, and glad to be living. If you have a particular health problem or ache or pain, visualize yourself without it—free of it. Focus on the scene in detail. (Allow about 30 seconds before proceeding.)
    C. **Self-improvement**—Visualize yourself already having achieved a goal. Example: If you want to overcome shyness visualize yourself talking to a crowd of people with confidence. If you want to improve at a sport, visualize yourself performing exactly like you want to. (Allow about 30 seconds before proceeding.) The idea is to create a picture of yourself as you want to be.
4. After you have completed the three phases of the process, count from 5 to 1 and slowly open your eyes.

Remember:

If you do this everyday, you will see results after a few days. You should be more relaxed and confident. Doctors use this technique for stress reduction. Coaches use this technique to help players improve performance. Always visualize positive things. If you visualize negative things, stress will not be reduced. This is a technique to help reduce stress, help reenergize, and help you become more confident. Soft relaxing instrumental music may help you become more relaxed. Avoid music that will distract your concentration. Repeated practice of this technique will help you concentrate better.

Activity 33 — *Winning / Losing Scenarios*

Objective:

To assist your students in making winning decisions.

Procedure:

1. Review the definitions of winning/losing with students. Be sure to emphasize that the best thing that you can do for people sometimes is to not give them what they want. (Use the following examples: A baby cries because she wants to place a finger in an electric socket. Which would be most helpful? To say yes or no? Or a person whom you suspect is an alcoholic wants to borrow money to buy wine. Which would be most helpful? To say yes or no?)
2. Distribute the handouts describing five situations involving high school students. Give your students time to write appropriate responses in the columns. Instruct your students not to discuss responses while writing. This procedure should be followed after each situation.
3. After your students have completed written responses the group should sit in a circle. Allow each individual to first share "Losing" responses for each situation with the group. Then ask each group member to share "Winning" responses. When your students share their responses, refer to the original handout with guidelines for winning and losing actions and ask your students to name the definitions that apply to responses.
4. Follow the same procedure for the middle school situations.

Suggested Questions for Processing (after all situations are discussed):

A. Why do we sometimes make losing choices, knowing while we're choosing, that we're making losing choices?

B. How can we make winning choices if we're not sure what a winning choice would be in a certain situation?

C. Could some choices be "winning" for some people and the same choices, be "losing" for others? Can you give examples?

D. Do you believe that one always has winning and losing choices? Why or why not?

Recommended Character Building Assignment:

Think about a celebrity (Rock Star, Athlete, Actor) who had a problem with drugs, alcohol and/or crime. Discuss how their lives might have been different had they made winning choices. For example: Janis Joplin, Tupac Shapur, Jim Morrison, and Mike Tyson.

Handout ***Winning / Losing***

Situation 1—High School

Scott is sixteen years old. He should be in the 11th grade, but he is still classified as a ninth grader. Scott has always been told how smart he is by his teachers, but they don't understand his situation. In Scott's view, his father is an alcoholic. He must be because he's always under the influence. And when he's under the influence his dad does terrible things. Sometimes his dad loses his temper and hits Scott's mother. Scott hates his father when he sees his father do that. Scott doesn't mind so much when his dad beats on him, but it really hurts to see his mother hurting so much. Scott has talked to his mom about leaving his dad, but his mom keeps saying that things will get better even though things have been the same for years. Sometimes Scott gets so filled with anger that he takes it out on his own girlfriend. He hasn't hit her yet, but he has come close. Scott is really afraid that he'll end up like his dad. He has tried to talk to his dad when his dad is sober, but his dad just refuses to acknowledge that there is a problem and tells Scott to mind his own business. Scott doesn't think he can stay in the house much longer. He can't leave home very often since he got his license suspended because of a DWI. He doesn't like having friends over because he's embarrassed by his parents. Lately, Scott has been thinking of dropping out of school.

Using your definitions of winning and losing as guides, list some winning ways that Scott might choose to deal with his situation. Also, list some losing ways Scott might choose to deal with his situation.

Winning	Losing

Handout **Winning / Losing**

Situation 2—High School

Karen and Dan were "going together: for over a year. Karen had felt that her life was perfect during that time. She had never felt so loved or in love. Three weeks ago, however, Dan had told Karen that he didn't want to see her anymore. He told her that he wasn't ready for a commitment. Karen asked if they could see each other once and awhile. Dan told her that he didn't think that would work. Karen had a difficult time accepting the breakup. She had even been sexually active and had taken big risks, but she thought they would always be in love and get married. Her parents didn't understand. They just got on her case because her grades were falling and she had always been an A/B student. She wouldn't allow herself to give up on Dan. She kept calling him and asking him to reconsider their relationship. Every time she asked him she was rejected over again. She even had friends try to talk him into going back with her. That didn't work either. She was losing her appetite and she couldn't sleep.

Using your definitions of winning and losing as guides, list some winning ways that Karen might choose to deal with her situation. Also, list some losing ways Karen might choose to deal with her situation.

Winning	Losing

Situation 3—High School

Lindsey, who was 16 years old, was a talented artist. Several of her paintings won recognition from local art galleries. Although Lindsey took all college prep courses, she was not very interested in attending a traditional college with a traditional curricula. She was interested in attending an art school in upper state New York. Lindsey's parents were determined to send her to the best state university. They felt that art should be a hobby, but that Lindsey should pursue a career in something that would guarantee her a good living. Also, Lindsey's parents perceived Lindsey to be very rebellious and saw her artistic ambitions as just a phase. Lindsey's parents didn't like the way she dressed either. They thought she looked like a hippie or whatever they were called nowadays. Lindsey had strict rules to follow at home. She wasn't allowed to stay out past 10:00 p.m. on weekends, and her parents complained about her friends. When Lindsey tried to communicate with her folks, things got worse. Communication often broke down and resulted in her parents accusing her of wanting to embarrass them.

Using your definitions of winning and losing for guides, list some winning ways that Lindsey might choose to deal with her situation. Also, list some losing ways that Lindsey might choose to deal with the situation.

Winning	Losing

Handout **Winning / Losing**

Situation 4—High School

"Doc" was his nickname. He hated high school. The only reason he attended school was because he was smart enough to know that he'd never make a decent living without a diploma. His counselors suggested that he attend the night school at the community college but "Doc" had to work. "Doc" hated high school because none of his classes were relevant to anything going on in his life. He wanted to play his guitar in a band some day. He had written lots of songs. He also liked to debate social issues, but they didn't allow enough time for that in his World History class. Mostly, the teachers lectured and followed the textbook pretty closely. If "Doc" disagreed with a teacher he was usually called belligerent and threatened with a behavior referral. "Doc" could have done much better in school, but he was so bored he took no interest in his work and his grades slipped.

Using your definitions of winning and losing for guides, list some winning ways that "Doc" might choose to deal with his situation. Also, list some losing ways that "Doc" might choose to deal with his situation.

Winning	Losing

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Handout ***Winning / Losing***

Situation 5—High School

Ted was the only black student in AP English. It was tough for him because he felt that the other students had advantages that he did not. For instance, most of the class divided into study groups which met in the evenings, but no one invited him to join one! Also, the other black students put him down for being in advanced classes. They ribbed him about wanting to be white and forgetting his own kind. Often, it was tempting for Ted to drop out of the AP class just to avoid the hassle. Besides, what was in it for him? They didn't read any of the great black writers in that course. It would be a lot easier for him to not have to deal with it. His parents encouraged him to endure. His father told him the experience would help make him a man.

Using your definitions of winning and losing for guides, list some winning ways that Ted might choose to deal with his situation. Also, list some losing ways that Ted might choose to deal with his situation.

Winning	Losing

Handout **Winning / Losing**

Situation 1—Middle School

John was suspended after receiving his third behavior referral. In John's opinion his teacher was much too strict because she gave behavior referrals for things like whispering to another student or blurting out without raising a hand. John's parents were also strict and had told John many times that if he was ever suspended he would have to quit his soccer team. Also, John knew that his parents would put him on weekend restriction for one month. John dreaded having to stay in the house every weekend for a month. John was also afraid that his parents might holler at him.

Using your definitions of winning and losing for guides, list some winning ways that John might choose to deal with his situation. Also, list some losing ways that John might choose to deal with his situation.

Winning	Losing

Handout ***Winning / Losing***

Situation 2—Middle School

Language Arts was Leslie's favorite subject. Last year she had a great teacher who liked to read Leslie's poetry and who allowed the class to express opinions of different stories in class discussions. This year, however, Leslie's teacher is talking to the class about grammar all the time and never allows the class time for discussions. When the new teacher is not lecturing she makes the class do boring worksheets. Leslie has known all the stuff on the worksheets for years. Leslie raised her hand a couple of times to ask the teacher if they were ever going to read poetry, and the teacher avoided her question and acted very rude. Lately, Leslie has been passing notes in class and carrying on conversations with Marie, who sits behind her. The teacher has already assigned two detentions and the principal has said that if Leslie gets another detention, she will have to go to ISS.

Using your definitions of winning and losing for guides, list some winning ways that Leslie might choose to deal with her teacher. Also, list some losing ways that Leslie might choose to deal with her teacher.

Winning	Losing

Handout **Winning / Losing**

Situation 3—Middle School

Germaine was a tall, strong young man for an eighth grader. Many of his male classmates thought that Germaine should try out for basketball or football. Germaine, however, had no interest in playing sports. What he really liked to do was play in the school band. He also liked to play bass guitar but he couldn't afford to buy one yet. Other students called him "wimp" and other names because he wasn't interested in athletics. Some of the white males called him racist names and tried to pick fights with him. Some of the black males also tried to pick fights with him. Germaine didn't want to fight anyone, but the name-calling and shoving was getting worse all the time. He wished he had a father at home that he could talk to about all of this. It was really embarrassing to be bullied in front of the other students, especially the girls.

Using your definitions of winning and losing for guides, list some winning ways that Germaine might choose to deal with his situation. Also, list some losing ways that Germaine might choose to deal with his situation.

Winning	Losing

Situation 4—Middle School

Carla has been very depressed for the last three months. Her mom and dad divorced about a year ago, and about three months ago her mom started dating a guy that Carla didn't like very much. Besides, her mom was spending all of her time with him and didn't seem to have very much time for Carla. Carla was an only child. Her mom wouldn't allow her to go out on week nights or have friends over to the house. That meant that Carla had to spend a lot of time at home alone since her mom was gone with the new boyfriend almost every night. Carla tried talking to her mother quite a few times. Carla had tried to tell her mom that she needed more time with her, that she was scared in the house all by herself, and that she felt really lonely. Her mom didn't listen very well and accused Carla of wanting to come between her and her boyfriend.

Using your definitions of winning and losing for guides, list some winning ways that Carla might choose to deal with her situation. Also, list some losing ways that Carla might choose to deal with her situation.

Winning	Losing

Handout **Winning / Losing**

Situation 5—Middle School

Tammy had met a tenth grader named Steve at the skating rink a couple of weeks ago. Although Tammy was only in the eighth grade, she thought Steve had treated her as an equal. He didn't pick on her like a lot of the older high school guys did at the skating rink. Steve had called her at home several times since they had met. Tammy hadn't told her parents what grade he was in because they had never asked. She knew they wouldn't want her hanging out with a tenth grade boy, though. But they didn't know how nice and respectful Steve was. They wouldn't like the fact that he smoked cigarettes, however, and they probably wouldn't like the fact that he had empty beer cans in his car. Once, he offered to give her a ride home. On that day, her father just happened to be home when Steve and Tammy pulled up. The father told Tammy that she wasn't to see Steve or talk to him on the phone again. She really likes Steve. She feels very comfortable with him.

Using your definitions of winning and losing for guides, list some winning ways that Tammy might choose to deal with her situation. Also, list some losing ways that Tammy might choose to deal with her situation.

Winning	Losing
_____	_____
_____	_____
_____	_____
_____	_____

Activity 34 — What I Can't Control—Let Go!

Objectives:

To teach a strategy for solving personal problems.

To enhance awareness of the importance of focusing only on that which one can control.

Procedure:

1. Deliver the mini-lecture, "What I Can't Control—Let Go!"

Mini-Lecture—What I Can't Control, Let Go!

"We all have the ability to think. Sometimes we use this ability in destructive ways. For instance, very often when we have a problem in our lives, we get caught up in fearful thoughts. Fearful thoughts are those that race through our minds and create horrible scenes of how things are going to turn out. For instance, if we're late to work, we might get caught up in thinking, "Uh-oh, I'm gonna lose my job and have to live in the streets and be homeless." Often we let our fearful thoughts take over and prevent us from using our ability to focus on the real problem.

Another destructive tendency is to focus our energy in the wrong place or on the wrong goal. We often focus our efforts on things we cannot control instead of trying to determine what it is we can control. Finally, we tend to ignore dealing with our feelings when we are in stressful situations. Our feelings will somehow manifest themselves, so it is better if we deal with them in constructive ways rather than allowing them to destroy us.

We are about to look at an approach to problem solving that will help us determine what we can and cannot control. It will help us get in touch with the feelings we need to work on, and it will help us establish a game plan for dealing with specific problems."

2. Distribute the handout entitled "Problem Solving Approach."
3. Ask your students to write a description of a problem that they have been dealing with recently. Explain that it could be a personal problem, a family problem, a problem in a friendship or romantic relationship, a job-related problem, or an academic problem. Tell them to be very specific in their descriptions. Also tell them to change names to protect identities of other people involved in their problems

4. After everyone has completed the written description, ask them to write the answers to questions two through six on the problem solving approach. (They completed #1 when they wrote the descriptions.).
5. Divide your students into groups of five to seven members. Each person in the group should have the opportunity to read a problem and share the responses to the questions. The other group members should then add any insights they might like to share.
6. Bring all groups together at the end of that time for closure.

Suggested Questions for Processing:

A. Was this activity beneficial? Why or why not?

B. Why is it so difficult to stop trying to control that which we cannot control?

C. Was it difficult to figure out how to go about working on what you determined that you need to work on? How can you go about getting some help in figuring that out?

Recommended Character Building Assignment:

Show the class a movie (popular or classic). Have students list ways the story might have been different had the characters used the problem solving approach.

Handout

Problem-Solving Approach

1. Describe the situation: _____
   _____
   _____

2. What are my feelings about the situation? _____
   _____
   _____

3. What do I have NO control over in the situation? _____
   _____
   _____

4. What DO I have control over in the situation? _____
   _____
   _____

5. What do I need to work on? _____
   _____
   _____

6. How can I go about doing that? _____
   _____
   _____

Attempting to control that which I have no control over is a waste of precious energy. My energy is much better invested if I focus on that which I can control.

Responsibility =
Response + ability =

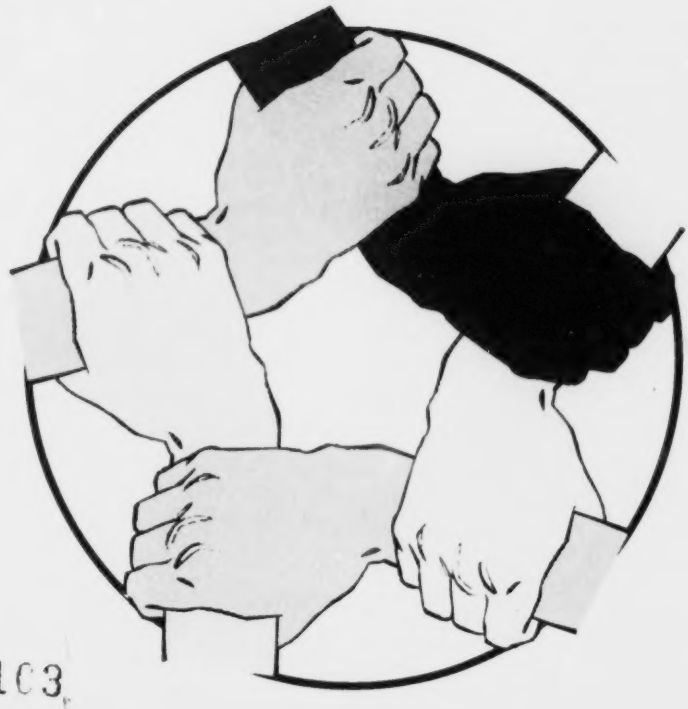
The ability to respond without attacking or defending.
This is very challenging and takes much practice!
The most effective communication occurs when I am neither attacking someone nor defending myself.
I simply tell it the way it is for me.

"What you are looking for is who is doing the looking."

St. Francis

Section III

Building Integrity in Interpersonal Relationships



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Activity 35 — Interpersonal Relationship Assessment

Objectives:

To help your students become aware of the components of a healthy relationship.

To provide an assessment tool for examining the level of healthy functioning in a relationship with a peer.

Procedure:

1. Distribute the handout entitled "Interpersonal Relationship Assessment." Tell your students not to begin scoring until you have given thorough instructions.
2. Tell your students that they will be assessing a relationship with a peer. It can be a friend of the same or opposite sex, or a boyfriend or girlfriend. Tell your students to choose a person whom they have known for awhile rather than someone they recently met. Be clear that students are not to assess relationships with authority figures such as teachers or parents because the same dynamics do not apply in those relationships.
3. Tell your students that they are assessing both people in the relationship. If one person in the relationship displays the described behavior in an item, but the other person does not display the described behavior, the score will be affected by either person's behavior.
4. After all students have had enough time to complete the assessment, divide students into groups of 5 to 7 members. Ask each group to sit in a circle. Every person in the group should take a turn on the hot seat regarding his or her assessment results. Remind students that they must use solution-focused question prompts when asking questions and observational listening prompts when making statements. (Refer to "The Hot Seat" in the introduction.) Allow enough time for every student to take a turn on the hot seat.

Suggested Questions for Processing:

A. Would some of you like to share your reactions to your scores?

B. Without naming names, what are some of the things that you would like to change about your relationships to make them healthier?

Note to Teacher:

If someone scores very low, indicates that there is violence in a relationship, or indicates that there is emotional or verbal abuse, refer your student to the appropriate community resources. Also, inform parents of the situation or ask a counselor to inform parents.

Recommended Character Building Assignment:

Give each student a copy of the assessment and ask them to give the assessment to the person involved in the relationship that was assessed.

Handout

Interpersonal Relationship Assessment

I am assessing my relationship with _____.

Place the appropriate number in the blank.

1 – Rarely
2 – Sometimes
3 – Frequently
4 – Often
5 – Very Often / Always

_____ 1. Conflicts are resolved nonviolently.

_____ 2. Both of you avoids attempting to control the other.

_____ 3. Both of you are comfortable telling the other what you are thinking or feeling about your relationship.

_____ 4. Both of you avoids using drugs or alcohol most of the time when you are together.

_____ 5. The relationship reduces more stress than it causes.

_____ 6. Both of you continues to nurture your other relationships.

_____ 7. Both of you are staying in the relationship because you want to and not because of fear (fear of being alone, fear of violence, fear of hurting the other person's feelings, or fear for any reason).

_____ 8. Both of you support the other in seeking personal growth or fulfillment (in career, sports, arts, hobbies, religion, etc.).

_____ 9. Both of you feel free to ask for "space" (to see friends, to be by yourself, to spend time with family, etc.).

_____ 10. Both of you avoid nagging the other.

_____ 11. Both of you honors each other's emotional and physical boundaries.

_____ 12. Both of you refuses to enable (or overlook) self-destructive behavior in the other. (Such as addictions, eating disorders, etc.).

_____ 13. There is an equal balance of give and take in your relationship.

_____ 14. Both of you honor your commitments. (dates set to meet, times to meet, things that you plan).

_____ 15. Both of you trusts the other to be honest about things having to do with your relationship to each other.

_____ 16. Both of you respects the other's privacy in matters that do not have an impact on your relationship. (Not interfering with other relationships, reading each other's private mail or diaries, etc.).

_____ 17. Decisions that have an impact on the relationship are made together—one does not dictate to the other.

_____ 18. Both of you handles anger in such a way as to not take it out on the other person.

_____ 19. Both of you expresses appreciation when one of you does something for the other.

_____ 20. You laugh together.

_____ Total

93 – 100	Very Healthy	70 – 84	Needs Improvement
85 – 92	Healthy	0 – 69	Unhealthy

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Activity 36 — Neither Attacking Nor Defending

Objective:

To introduce your students to the foundation of assertive vs. aggressive and defensive communication.

Procedure:

1. Deliver the following mini-lecture:

   "When we have conflicts with others we usually resort to two modes of communication: attacking or defending. Attack messages say something about the other person. The intent of an attack message is usually to insult, accuse, judge, criticize, or hurt the other person. A natural response to an attack message is to attack back or defend oneself. The intent of a defense message is to prove that the attacker is "wrong." If we have a conflict and I attack you how are you likely to respond? If we have a conflict and you attack me and I get caught up in defending myself, what kind of response am I likely to get from you? That's right. So if we're attacking each other the conflict escalates and the issue isn't dealt with and we stay mad at each other. If I keep defending myself then I give the attacker more power and more fuel to keep on attacking. Another alternative is to respond in a way that is neither attacking nor defending. I simply tell the person the way it is with me without saying anything about the other person or defending myself. That's called "saying it straight" or "being assertive."

2. Distribute the handout entitled "Attacking, Defending, or Saying It Straight." Ask your students to follow the directions on the handout and fill in their responses individually.
3. Divide the class into groups and ask each person to share his or her response to #1 before sharing responses to #2, and so forth until all students in the group have shared responses to all items. Ask the groups to return to the community group for processing questions.

Suggested Questions for Processing:

A. Were there any items on the list of statements about which your groups disagreed?

B. Can you give examples of statements where the tone of voice might determine whether the statement is an attack, defense, or saying it straight?

Handout

Attacking, Defending, or Saying it Straight

Directions:

Place an "A" beside the message if you think it is an attack; a "D" beside a message that is a defense; and "S" beside a message that is telling it straight without attacking or defending.

____ 1. You want to make me look bad.
____ 2. I am not lazy. I spent three hours just yesterday sorting the laundry.
____ 3. You're irresponsible and insensitive.
____ 4. Right now I'm not ready for a commitment with anyone.
____ 5. I *was* paying attention!
____ 6. Dad, I would really like it if we could spend more time together.
____ 7. Your lack of consideration annoys me.
____ 8. I was disappointed when you left the living room in a mess.
____ 9. All I do is think about you.
____ 10. Obviously, you don't understand.
____ 11. You nitwit, dimwit, dunce!
____ 12. I'm concerned about the amount of drinking you're doing.
____ 13. You don't understand! I have too much to do already and no one cares!
____ 14. It's my fault. I forgot to make the call.
____ 15. What is wrong with you?
____ 16. I'd rather the two of us spend the evening together. I'm not up for a crowd.
____ 17. Me? What about you? You haven't helped at all!
____ 18. Right now I'm disappointed and confused. I need time to think about it.
____ 19. Lazy! You're calling me lazy? You want me to make a list of all the things I do around here?
____ 20. I need your support.

Activity 37 — Practicing Assertiveness Skills

Objective:

To provide students the opportunity to practice responding without attacking nor defending.

Procedure:

1. Distribute the handout entitled "Assertiveness Skills." Ask your students to provide a written response to each situation. This should be done individually.
2. Divide your students into breakout groups of 5 to 7 members. Instruct them to sit in a circle. Everyone in the circle should share responses to #1 before proceeding to #2, and so forth.
3. When all groups have finished sharing responses, bring the class back together in the community group. Ask your students to volunteer to share some responses with the entire class. When they share their responses, process the responses by asking the class how the other person in the scenario might respond back.

Suggested Question for Processing:

Suppose we don't get the kind of response we want when we assert ourselves. Is it still worthwhile to be assertive instead of aggressive or defensive? What is the benefit?

Handout

Assertiveness Skills

Aggression = Attack

Assertiveness = Communicating the way it is with me without attacking the other person.

Write an assertive response to each situation described below.

Situation #1

A parent has promised to talk with you about spending more time together. Every time you approach the parent, the parent postpones the discussion. It has been several weeks since the parent has made the promise and it has yet to be kept.

Assertive response:

_____

_____

Situation #2

A friend has been ignoring you lately and hanging out with a new group. The only time she seems to seek you out is when the other friends are not available.

Assertive response:

_____

_____

Situation #3

Your boyfriend or girlfriend) has been wanting to be with you constantly. He or she has been calling you several times a day when he or she is not able to be with you. This makes it difficult for you to spend time with other people in your life.

Assertive Response:

_____

_____

Situation #4

Your employer knows you are an excellent worker and that other employees in the small business are not as effective as you are. Your employer asks you to do many extra things to cover for the other employee's inadequacies. You are not being paid more for the extra work.

Assertive Response:

Situation #5

You are being pressured to do more physically than you are ready to do by your boyfriend. He says that if you cared about him, you would do what he wants you to do.

Assertive response:

Situation #6

You hear a racist joke by a friend at a party. You find the joke offensive while others are laughing.

Assertive Response:

Situation #7

Friends at a party try to persuade you to drink and/or smoke pot. You really don't care to, but they put you down for being too serious and ruining the party.

Assertive response:

Situation #8

A friend has been extremely irritable for several days, but will not talk about what is bothering him. His irritability causes him to be very unpleasant to be around and when you offer to help, he tell you to mind your own business.

Assertive response:

Situation #9

You are concerned about a sister's alcohol use. She denies that she has a problem, but her grades have dropped, she has been missing school, and she is trying to get you to make excuses for her with parents and school officials.

Assertive Response:

Situation #10

Describe a situation that has occurred with you recently where you wanted to respond assertively, or perhaps did respond assertively.

Situation:

Assertive Response:

Handout

Guidelines for Effective Assertiveness Skills

Do:

Use "I" messages
Take responsibility for my own feelings
Be honest
Use observational listening skills
Establish eye contact
Ask solution-focused questions

Don't:

Accuse
Criticize
Judge
Compare
Insult
Manipulate
Give advice
Interrupt
Threaten
Use "you" messages

Activity 38 — *Changing "You" Messages to "I" Messages*

Objectives:

To enhance your students' awareness of the feelings behind "attack" messages.

To provide your students with the opportunity to practice communicating feelings by using "I" messages.

Procedure:

1. Mini-lecture/activity.

Mini-lecture

"When we are upset with someone it is very typical to attack that person. Attack messages usually begin with the word "you." YOU don't like me!

YOU never pay enough attention to me! Those statements are attack statements because, when I use them, I am saying something about the other person. A "YOU" message is usually accusatory or critical. If I attack the other person with a "you" message, the other person will usually attack back or defend himself or herself. Either way, I don't give the person the opportunity to respond to my feeling or my need. If we continue to attack each other, the real issue is never dealt with.

If, on the other hand, I speak for myself and communicate what I want or what I'm feeling, I get to find out how the other person will respond when I'm honest about my feelings or my requests. I may not like the response, but at least I will have the chance to see how sensitive the other person will be to what I'm REALLY trying to get across. When people are not attacked and made to feel defensive, it is surprising how responsive they can be.

The last point to consider before we do this activity is that when a person attacks me with a "you" message, I don't have to get hooked into the attack/defend syndrome. For instance, if someone says to me, "You don't care about me!" I can try to pinpoint what it is that person is feeling by asking, "What are you feeling right now?" This question will direct the conversation to the real issue."

Activity:

2. Distribute the handout entitled "Changing 'YOU' Messages to 'I' Messages." Ask your students to follow the directions by writing responses on the handouts. Ask them to fill in the items privately. Discussion will occur later.
3. When everyone has completed a written response to each item, ask the groups to share their responses for each item.
4. Ask for volunteers to role play interactions where people are communicating in "you" messages. Ask other group members to discuss how the interactions might have been more effective if "I" messages had been used. Ask for volunteers to role play interactions using "I" messages.

Suggested Question for Processing:

If someone makes a statement such as "I feel that you don't care about your work." Is that an "I" message?

Handout

Changing "YOU" Messages to "I" Messages

Guess the feeling behind each of the following "YOU" messages. Change the "YOU" message into an "I" message.

1. You don't care about me!
   I feel _____
2. You're trying to make me jealous!
   I'm feeling _____
3. You never show up on time!
   I'm feeling _____
4. You're using me!
   I'm feeling _____
5. You never tell me what's going on with you.
   I want you to _____
6. Why can't you be more like John? He calls Laura very night.
   I would like you to _____
7. You shouldn't make fun of my dancing.
   I feel _____ when you laugh at my dancing.
8. If you don't quit lying to me, I will stop seeing you.
   I feel _____
9. How could you be so stupid to leave my CD's in the rain?
   I'm feeling _____ because you left my CD's in the rain.
10. Write down the last "YOU" message that someone said to you. Underneath that message, write down what the person might have said if he or she had communicated the feeling(s) in an "I" message.
    _____
    _____
11. Write down the last "YOU" message that you said to someone. Underneath that message, write down what you might have said if you had communicated your feeling(s) in an "I" message.
    _____
    _____

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Activity 39 **Power / Puppet**

Objective:

To enhance awareness of how people can claim or give away personal power in interpersonal relationships.

Procedure:

1. Divide your students into dyads. Ask them to stand face to face. Ask each dyad to designate one person as the puppet and one person as the one with the power.
2. When you say "go," the person with the power may speak to the puppet and say anything. (There is no need for it to make sense.) The puppet may not speak to the person with the power. The person with the power has a magic word. (You should provide the magic word.) Every time the word is said, the puppet must flap his or her arms like a chicken. The person with the power may use the magic word often, seldom, or never. The puppet may not respond to the person with the power except when the magic word is spoken, and then the puppet must flap his or her arms. This rule should be emphasized.
3. Allow about one minute for the person with the power to speak and then say "stop." Ask each person to express how he or she felt being the power or the puppet.
4. Repeat the same procedure with the roles reversed. Make sure that the partners in the dyads remain the same.
5. Two "magic" words which have always evoked a humorous response from students are the words, "underwear" and "gas."

Suggested Questions for Processing:

A. How many of you enjoyed being the puppet the most? How many enjoyed having the power the most? Why?

B. We all have those things that people can say or do that cause us to "flap our wings." It might be a name someone calls us or it might be the way someone looks at us. Flapping our wings is equivalent to losing our temper, crying, or pouting. Usually the people we are closest to know how to get us to flap our wings. What are some things that people in your life do to get you to flap your wings?

C. What do you think the person with the power would do if you refused to flap your arms?

D. How can the puppet get the power back for himself or herself?

Recommended Character Building Assignment:

Ask your students to role play a conflict situation. Discuss who had the power and who was the puppet in the situation. (See the next strategy—Power Puppet Role Play).

Activity 40 — Power / Puppet Role Play

Note:

This activity should immediately follow the strategy entitled "Power/ Puppet." If possible, it is most effective if you can select a student to rehearse the role play before the group meeting.

Objectives:

To assist your students in identifying who has the power and who is the puppet in a particular interaction.

To help your students identify ways that peers attempt to assert power over others.

To motivate your students to think about how to avoid becoming someone's puppet.

Procedure:

1. Select a student to role play a specific part in two scenes. Sample interactions are included here, but you may elaborate, adapt or change the scene in any way. You and your student should not hold scripts or read lines while role playing.
2. After the first role play, ask the appropriate questions. (See questions on sample interactions.) Do the same for the second interaction.
3. After the above discussion is completed, ask the following question and allow your students to candidly respond. What are some of the things that students say and do at school to make puppets of each other?
4. Ask your students to create their own conflict situations and act them out. After each situation, conduct a discussion identifying who had the power and who was the puppet.
5. Discuss ways that students can avoid becoming puppets in each situation that your students role play.

Handout **Power / Puppet Role Play**

Sample Interaction 1

Ron and Duane are at opposite ends of the hall in the school building. They pass each other.

Ron: Hey Duane, how you doing?

Duane: Boy, you're mama's so dirty the roaches need bulldozers!

Ron gets mad and begins to physically attack Duane.

Ron: Don't you say nothin' about my mama.

Stop and ask, "In your opinion, who had the power and who was the puppet in this scene? Why?" (Allow students to respond.) What was Duane wanting Ron to do when he said something about his mama? (Allow students to respond.) Did Ron succeed?

Sample Interaction 2

Once again, Ron and Duane are at opposite ends of the hall in the school building. They pass each other.

Ron: Hey Duane, how you doing, man?

Duane: Boy, your mama's so dirty the roaches need bulldozers at your house!

Ron: (stops, calmly says) Hmm, I don't know what you want me to say.

Duane: I said your mama's filthy boy!

Ron: (calmly keeps walking) That's an interesting idea. I'll have to think about that.

Duane continues to follow Ron, frantically making "your mama" statements. Stop and ask, "In your opinion, who was the puppet and who had the power in that interaction? Why? (Allow your students to respond.)

Activity 41

Define the Conflict—Then Resolve It

A Five-Step Conflict Resolution Strategy

Objectives:

To provide a framework for resolving conflict nonviolently.

To provide a framework whereby the disputants can take responsibility for resolving their conflict with the help of a mediator.

Procedure:

1. Distribute the handouts entitled "General Rules for Conflict Resolution" and "The Five-Step Conflict Resolution Process."
2. Discuss the handouts with your students, addressing any questions or comments.
3. After the handouts have been discussed, distribute the handouts entitled "Interactions," and ask for questions or comments.
4. Your students should share their responses with the entire group.

Suggested Questions for Processing:

A. What might be some reasons that the disputants may not be able to define the issue?

B. When there is a dispute between a teacher and a student, should they participate in conflict mediation?

C. Why would it be important to have an impartial mediator to guide the disputants through the process?

D. Why is it important that the mediator avoid suggesting a solution to the problem?

Recommended Character Building Assignment:

Distribute the handout "Your interaction." Ask your students to complete. Discuss in class the following day. Divide your students into groups of three and ask them to practice being mediators and disputants.

Handout ***Five-Step Conflict Resolution Process***

Outline

Step I: Air Grievances
Step II: Define the Issue
Step III: Brainstorm Solutions
Step IV: Agree on a Solution
Step V: Monitor Progress of the Solution

The Five-Step Conflict Resolution Process

Step I: Air Grievances

The mediator will allow each disputant to air their grievances. This crucial step allows the disputants to "unload" so they can be calm and rational when thinking of solutions.

The mediator will ask each disputant to listen without interruption. After a disputant airs grievances, the mediator will ask the other disputant to briefly summarize what the speaker said by saying to the speaker:

"I heard you say _____
and you are feeling _____."

Step II: Define the Issue

The mediator should ask the disputants to define in one sentence the issue which is causing the conflict. Both disputants must agree on the definition of the issue.

Do not try to proceed with the process until the disputants agree on the conflict to be resolved. If there are multiple conflicts, they must all be written down and the mediator should remind the disputants to resolve only one conflict at a time.

Examples of how issues might be defined in one sentence are as follows:

- The issue which is causing conflict is the amount of time we will spend together.
- The issue which is causing conflict is we both want the car on Friday night.
- The issue which is causing conflict is lack of trust and understanding.

Step III: Brainstorm Solutions

The mediator should ask each disputant to suggest possible solutions. Any solutions, no matter how weird and far fetched are acceptable for consideration. The mediator should write solutions on a legal pad or chalkboard or flip chart. The mediator should urge disputants to list as many solutions as possible.

Step IV: Agree on a Solution

After the brainstorming session, the mediator should ask the disputants to state which solutions are unacceptable. The mediator should draw a line through any solution that either of the disputants cannot accept, once they have adequately justified why it is unacceptable.

The mediator must remain impartial and avoid urging the disputants to accept any particular solution. This process should continue until the disputants agree on one particular solution.

Step V: Monitor Progress of the Solution

The mediator should ask the disputants to set a meeting time within two weeks to monitor the progress of the solution. If the solution has not been working, the process should be repeated. If one disputant has not kept the agreement or does not wish to cooperate, mediation efforts should be dropped. Conflict resolution can work only when both disputants sincerely want to resolve the conflict.

Student Interaction II—Rita and Jill

Rita: You promised me you wouldn't butt in, even if Charles and I broke up!

Jill : But he called me! I didn't butt in. Was I supposed to just hang up on him?

Rita: You could have told him you didn't feel comfortable talking to him. He knows you're my best friend.

Jill: What if I did feel comfortable? What then?

Rita: What are you trying to tell me?

Jill: He asked me out.

Rita: What did you say?

Jill: I said I'd think it over…..

Rita: Well, when you think it over, think of this! If you go out with him, you're no friend of mine!!!!!

A. Rita's Feelings _____ _____ _____ _____

Jill's Feelings _____ _____ _____ _____

B. In one sentence define the issue that needs to be resolved.

_____

_____

_____

C. List possible solutions.

_____

_____

_____

D. Choose a solution.

_____

_____

_____

E. How can they monitor the success of the solution?

_____

_____

_____

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Handout

Define the Conflict—Then Resolve it

Student Interaction 2—Leslie and Ed

Ed: Were you trying to embarrass me or what?

Leslie: What do you mean?

Ed: Talking to Ross the way you were. Everyone saw you giggling and constantly putting your hand on his shoulder.

Leslie: You don't want me to have fun at parties?

Ed: I want you to have fun with me.

Leslie: I can't have fun with you if I feel like you're watching every move I make.

Ed: You hardly noticed that I was there! I stood around looking lost and dumb while you talked to everyone except me! Are you ashamed to be seen with me? You don't want people to know we've a commitment?

Leslie: I don't want to feel like you own me when we go places.....

A. Ed's Feelings

_____
_____
_____
_____

Leslie's Feelings

_____
_____
_____
_____

B. In one sentence define the issue that needs to be resolved.

_____
_____
_____

C. List possible solutions.

_____
_____
_____

D. Choose a solution.

_____
_____
_____

E. How can they monitor the success of the solution?

_____
_____
_____
_____

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Handout ***Define the Conflict—Then Resolve it***

Student Interaction 3—Germaine and Gabe

Germaine: Why are you wearing a rebel flag on your pocket, boy? Don't you know the South lost the war?

Gabe: I'm proud of this flag! I had great-grandparents who died in the war.

Germaine: You mean who died to keep my brothers as slaves.

Gabe: They died for the land. My ancestors didn't even keep slaves!

Germaine: So why did they fight to let other people own slaves?

Gabe: Better get off my case, man. You wear your X cap. Didn't Malcolm want to kill white people?

Germaine: No way, man. Don't start discussing Malcolm now. You don't know what you're talking about!

Gabe: I know he was prejudiced.

A. Germaine's Feelings _____ Gabe's Feelings _____

B. In one sentence define the issue that needs to be resolved.

_____

_____

_____

C. List possible solutions.

_____

_____

_____

D. Choose a solution.

_____

_____

_____

E. How can they monitor the success of the solution?

_____

_____

_____

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Handout

Your Interaction

Describe, in detail, a recent conflict which you had with someone. Provide as much information as possible. Change the other person's name in your written description.

A description of the conflict:

A. My Feelings

The Other Person's Feelings

B. In one sentence define the issue that needs to be resolved.

C. List possible solutions.

D. Choose a solution.

E. How can you monitor the success of the solution?

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Handout

General Rules for Conflict Resolution

Ground Rules for the Disputants

1. The disputants must agree to follow the Five-Step Guidelines.
2. The disputants must agree to refrain from violence.
3. The disputants must agree to maintain confidentiality regarding anything said during the resolution process.
4. The disputants must not interrupt each other when one is speaking.

Ground Rules for the Mediator

1. The mediator must be impartial. If one of the disputants is a friend or family member, the mediator should disqualify himself or herself.
2. The mediator must not suggest solutions. All possible solutions should come from the disputants.
3. The mediator must keep disputants focused on the process. The mediator should ensure that the disputants do not become engaged in irrelevant issues or go to the next step until each step is completed.
4. The mediator should not try to coerce disputants to resolve the conflict.
5. If the process breaks down, the mediator should withdraw from the process. Disputants should be invited to contact a mediator should they want to attempt to resolve the conflict later.

Activity 42 — Turn Around and Look at Me

Objective:

To enhance your students' awareness of the strategies people often use to get what they want from another person in a relationship. Also, this activity creates awareness of healthy vs. abusive ways of getting what we want from others.

Procedure:

1. Divide your students into dyads. When they are divided and sufficiently spread out throughout the room, ask each dyad to designate a person A and a person B.
2. Ask person A to turn around with his or her back to person B. Tell person B that they have one minute to try to get person A to turn around so that the two are sitting face to face. Persons B may use any means they so desire to get their partners to turn around. The only rule is that they may not injure persons A.
3. Say "go" and allow one minute then say "stop."
4. Use the same procedure, this time with person A attempting to get person B to turn around.
5. It is important to know that the person may choose to turn around or not.
6. When your students have joined together as a large group, ask them to share their strategies for attempting to persuade their partners to turn around. (While writing down each response, separate the physical strategies and the nonphysical strategies into two columns.) Responses might be as follows:

tickled	offered money
pulled shoulders	faked emotion (crying)

7. Ask your students what the items in the left column have in common and what the items in the right column have in common. The answers will probably be physical coercion and manipulation or trickery.

Suggested Strategies for Processing:

A. Give some examples of how people use these same strategies to get what they want in real life relationships.

B. Did anyone simply ask if the other person would mind turning around? If so, what did you do if the person refused?

C. How do you feel when someone tries to pressure you into doing something you really don't want to do?

D. What is the most healthy way to handle it if the other person doesn't want to do what you want them to do?

Recommended Character Building Assignment:

Ask your students to bring in a CD or tape of a favorite song about a relationship. After each song is played, ask your students to discuss whether the person in the song was trying to get what he or she wanted in a healthy or unhealthy way.

Activity 43 — What are My Rights in a Relationship?

Objectives:

To stimulate discussion regarding the rights of individuals in relationships.

To motivate your students to analyze the motives for attempting to control other individuals.

Procedure:

1. Distribute the handout "Rights of Human Beings in Interpersonal Relationships." Ask your students to read carefully and to ask any questions pertaining to the items on the handout.
2. Ask your students to place a checkmark next to any "right" on the list that they have attempted to deny someone else in a close relationship.
3. Ask your students to place a plus sign next to any "right" that someone has attempted to deny them in a close relationship.

Suggested Questions for Processing:

A. When you attempted to deny someone a "right," describe the situation. Why did you want to deny them that "right?"

B. How did you feel if the other person yielded to your pressure?

C. How did you feel if the other person resisted your pressure?

D. What were some of the strategies you used to try to get the other person to yield?

E. When another person attempted to deny you a "right," why do you think that person was doing it?

F. How did it feel to be pressured?

G. Do you agree that all of the items on the list should be individual rights? If there are any with which you disagree, why?

Recommended Character Building Assignment:

Ask your students to share the handout with a friend. Discuss the fourteen rights and evaluate how each person honors the others rights.

It is my right to:

- Make my own decisions and choices, and to take the consequences of those choices.
- Have my own beliefs and act on them in a responsible manner.
- Choose how I want to use money that I earn.
- Experience and express all feelings, and to cope with feelings responsibly.
- Have my own perception of any given situation.
- Meet my needs however I see fit as long as I am not destructive to others.
- Ask for information, make special requests, and ask for consideration, knowing that I won't always get what I want.
- Refuse requests.
- Refuse to act, think, or feel the way someone wants me to.
- Make mistakes and correct them.
- Change the way I think, feel, and behave.
- Assert myself when someone attempts to pressure me into doing something I don't want to do.
- Be the ultimate judge of myself.

If I expect others to honor these rights for me, I must be willing to honor these rights for others

These rights may not apply in parent/child, teacher/student, or employee/employer relationships. Why?

Activity 44 — Gender Expectations

Objectives:

To enhance your students' awareness of attitudes and feelings related to gender issues.

To initiate a discussion regarding the need to address gender issues at work.

Procedure:

1. Distribute the handout entitled "Gender Expectations."
2. Ask your students to answer each question individually.
3. Ask your students to sit in a circle to share their responses. Each student should respond to number 1 before proceeding to number 2, and so forth until all items have been discussed.
4. Give students the right to pass if they do not wish to share their responses.

Suggested Questions for Processing:

A. Would anyone like to pursue, at greater length, a discussion on any of the items?

B. While many of us claim that respecting diversity is important, how do we reconcile respect for diversity when a culture may view females as inferior to males?

C. Should we honor that difference or should we be outspoken in opposition?

D. Did any of these questions make you uncomfortable? If so, why?

Handout **Gender Expectations**

1. When I was growing up some important things I learned about men are _____

2. When I was growing up , some important things I learned about women are _____

3. I think the reason that studies show that males are incarcerated much more often than females is because _____

4. I think the reason that studies indicate that adolescent females are more inclined to have self-esteem problems than adolescent males is

5. I would define masculinity by saying _____

6. I would define femininity by saying _____

7. I do/do not think that we should be doing more to encourage female to pursue traditionally male careers and males to pursue traditionally female careers because _____

8. In my opinion, our school's policies and procedures send what kind of message about gender roles and expectations? _____

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9. In my opinion, when male/females relationships become violent it is because _____

_____

_____

10. I am most impressed with a female when she (females should answer for their own gender, also) _____

_____

_____

11. I am most impressed with a male when he (males should answer for their own gender, also) _____

_____

_____

12. What I find most difficult to understand about females is _____

_____

_____

13. What I find most difficult to understand about males is _____

_____

_____

14. If I had a daughter I think it would be important for her to learn ___

_____

_____

15. If I had a son I think it would be important for him to learn _____

_____

_____

16. The way I feel about discussing gender issues is _____

_____

_____

17. I think that our school needs to do the following to ensure that all students feel valued and capable _____

_____

_____

Activity 45 ***What You Always Wanted to Know About the Opposite Sex***

Objectives:

To open a dialogue on gender issues.

To provide your students the opportunity to discuss issues about which they may be curious and have no other venue for discussing.

Procedure:

1. If this activity is conducted in a class, the entire class should sit in a circle and participate together.
2. Distribute a blank sheet of paper to each student. Students should be instructed not to write their names on the paper.
3. Tell your female students that they may write a question(s) to which they would like males to respond. Tell them they may ask any question regarding males outlook on things or male behavior.

   Some examples might be:

   - Why don't males show their feelings?
   - How do you feel about the female being the one to ask you out?

   Tell your students that any question will be acceptable as long as it is sincere and does not include profanity. Also, no questions about specific individuals should be read. Follow the same procedure for questions from males to females. Tell all students to fold their papers in half the same way and pass them to you.
4. Take turns reading male and female questions and allow anyone in the class to respond with an opinion on each question. Students should be reminded to disagree respectfully.

Suggested Questions for Processing:

A. Has this activity altered your view of the opposite gender in any way? If so, how?

B. Is it possible to create an accurate definition of masculinity and femininity? Why or why not?

Activity 46 — *What's My Role?*

Objectives:

1. To enhance awareness of the reasons people become attracted to each other.
2. To introduce the concept of the self-actualized person.

Procedure:

Distribute the handout entitled "Roles People Play in Relationships" and proceed with the following:

Mini-Lecture

"As you can see on the handout, there is a list of various roles people play in relationships. Please read these descriptions carefully and let me know if you have any questions or need any clarification. *(Allow time for questions.)* There may be some roles not mentioned on the list. Would anyone like to add a role that may be missing? *(Accept any response offered.)* Good. Now looking at this list, which type of person do you think the dependent person might be most likely attracted to? *(Allow responses.)* Suppose, then, that the addicted person is attracted to the dominant person. Everything's working well; the addicted person gets to escape into the other person and therefore avoids dealing with his or her own problems and the dominant person gets to exert control. Everything is working fine. But suppose the addicted person should get counseling or start meditating or in some way begin to grow and change. The addicted person becomes more self-actualized and no longer has the need to be controlled. How do you think the dominant person will behave? *(Allow answers.)* To sum it up, the dominant person will either have to grow also or the relationship is in trouble. We often become involved with people hoping to get from them what we can only find in ourselves. No one can give me security, confidence, or whatever I'm looking for but me.

Now let's review the definition of the self-actualized person. When two self-actualized people get together—BANG!—What a great relationship! Becoming self-actualized is a lifetime process, however, but two people who aspire to self-actualization can support each other in achieving that goal. That takes a lot of willingness to be open and honest and struggle with the tough issues that emerge in any relationship. Okay, now let's explore our relationships and examine the kinds of roles we've played in various relationships."

Activity:

1. Distribute the handout entitled "What's My Role?"
2. Instruct your students to list the names of the past three people whom they have dated, had a crush on, gone steady with, and so forth. Across from each of the three names, ask them to write their own names.
3. Ask your students to jot down the role they played in each relationship and the role the other person played.
4. Divide your students into dyads. Ask the partners in the dyads to share their lists with each other. Ask them to try to explain to the other person why they think they played a particular role in a relationship.
5. Allow 15 to 20 minutes for the dyads to share and then bring the entire group together.

Suggested Questions for Processing:

A. Did you become aware of anything about yourself by doing this exercise?

B. How many of you noticed that you have played the same role many times? Why?

C. If you played a different role in each relationship, why do you think your role changed?

Recommended Character Building Assignment:

Ask your students to get in dyads and develop a charade to depict two roles in a relationship. The class must guess the roles being demonstrated.

Handout

Roles People Play in Relationships

1. **Rescuer**—One who is in the relationship to rescue or "save" a person who is depressed, self-destructive, abusing drugs or alcohol, and so forth.

2. **Dominant**—One who likes to exert control over the other person. The dominant person likes to make major decisions and control the rules and processes of the relationship.

3. **Dependent**—One who relies on the other to meet most of his or her emotional needs; doesn't mind being controlled if the relationship provides a sense of security.

4. **User**—One who uses the other person as a means of getting something; i.e., popularity, money, sex, and so forth.

5. **Dance-away**—One who pursues relationships for the challenge or thrill of conquest. The dance-away lover is afraid of commitment, and when the pursued person expresses an interest in a serious relationship, the dance-away lover "dances away" to pursue another conquest.

6 **Addicted**—An extreme version of the dependent role. The addicted person will tolerate abuse because he or she depends on the relationship for survival.

7. **Self- actualized person**—(Healthiest role)
    - Takes responsibility for own feelings
    - Controls self—not the other person
    - Is not in the relationship to compensate for perceived inadequacy
    - Seeks an equal balance of give and take
    - Nurtures and supports the other person's growth and change
    - Has awareness of positive approaches to resolve conflict
    - Has high self-esteem and enjoys occasional time alone

Handout ***What's My Role?***

1. Other Person / Role — Me / Role

2. Other Person / Role — Me / Role

3. Other Person / Role — Me / Role

Activity 47 — *I Deserved What I Got*

Objectives:

To enhance your students' awareness of how personal problems can impede achievement.

To facilitate discussion regarding the role of the school in providing possible interventions for students in crises.

To enhance your students' awareness regarding who is "at-risk."

Procedure:

1. Distribute the lyrics to the song entitled "I Deserved What I Got." Ask someone to read the lyrics aloud.
2. Distribute the handout entitled "Discussion Questions for "I Deserved What I Got." Ask the group participants to sit in a circle. Everyone should respond to question number one on the discussion sheet before proceeding to question number two, and so forth. This phase of the activity should move rapidly. Make sure that group members listen to each other's responses without discussion. Open discussion should take place after all items on the discussion sheet have been shared.

Handout

Lyrics—I Deserved What I Got

Saturday night I made my worst mistake
I went out with a guy who took me down by the lake
I said no over and over and cried for him to stop
He said I really meant yes and
I deserved what I got
I deserved what I got

When I went home I couldn't hide the shame
I told my dad and he said I was to blame
Hanging around boys who drink and smoke pot
My daddy hit me and said
I deserved what I got
I deserved what I got

Monday morning I couldn't concentrate
I didn't know where to go so I went to class late
The teacher said she could care less if I passed or not
I deserved what I got
I deserved what I got

When I was a kid my eyes opened wide
I felt happy and confident and good inside
But I did something wrong and now those days are gone
I deserved what I got
I deserved what I got

Craig Martin

Handout

I Deserved What I Got

1. I think this student (did) did not deserve what she got because ____

2. In my opinion, this song refers to the following social problems ___

3. In my opinion, the teacher referred to in the third verse should have been (should not have been) expected to know what was happening in her student's life because _____

4. In my opinion, the school should help (should not help) this student because _____

5. I think this student's situation will affect her ability to learn in the following way_____

6. I think this student should be (should not be) considered "at-risk" because _____

7. If this student were my friend and told me about this, I would try to help her by _____

8. In my opinion, what might happen to this student if nothing is done to address her needs is _____

9. If the school provides an intervention for this student, the parents have (do not have) a right to know about it because _____

10. I would describe the way I feel about discussing this situation by saying _____

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Activity 48 — Relationships: Some Truths

Objectives:

To give your students the opportunity to discuss insights common to all relationships.

To provide your students the opportunity to share personal discoveries about relationships with the opposite sex.

Procedure:

1. Distribute the handout entitled "Golden Rules for Relationships."
2. Divide your students into groups of 5 to 7, preferably with an equal number of males and females in each group.
3. Ask the groups to examine the 10 statements closely. Instruct the group members to mention any statement(s) with which they disagree. Ask the individuals to share with their groups the reason for disagreeing with a particular statement.
4. Instruct the groups to identify a statement which they feel is the most important rule to remember when getting involved with a person of the opposite sex. Be sure to tell them the statement must be chosen by group consensus. A spokesperson should be prepared to explain why the group chose the statement as the most important to remember.
5. Ask the groups to add observations to the list. The group spokesperson should share added observations with the large group.

Handout

Golden Rules For Relationships

1. There are as many ways to love as there are people.
2. If you want to be attractive, be curious.
3. There are no guarantees. Every relationship is an adventure into the unknown.
4. You cannot force anyone to love you. However, by being the best possible you that you can be, those who do love you will love you without your having to deceive or trick them into it. In other words, don't work so hard to be loved. Be true to yourself and you will be lovable.
5. Because someone doesn't give you everything you want doesn't mean that person doesn't love you.
6. No one owns anyone.
7. The surest way not to get what you want is not to ask for it. You still may not get what you want, but you will know if the person wants to give it.
8. No single human can fill all your needs.
9. Everyone is rejected at some point in life. Everyone rejects someone at some point in life.
10. In order to love and be loved, one must be willing to risk being hurt.

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Activity 49

Dating Abuse Rating Scale

Objectives:

To assist your students in formulating a definition of abusive behavior.

To motivate your students to view abuse from varied perspective.

Note to Facilitator:

This activity may be conducted by distributing the handout and asking all students to respond on paper and then discuss each item or you may choose a group of students for each item, draw a scale from 0-10 on the wall, and ask the selected group to stand at the number that reflects their opinion. The following instructions constitute the procedure if all students do the rating on paper.

Procedure:

1. Distribute the handout entitled "Abuse Rating Scale."
2. Tell your students that, for each situation, they may rate the degree to which they felt the character(s) was abusive. 0 = not abusive at all; 10 = brutally abusive. Read situation #1 while your students follow. Give your students time to rate the situation and then discuss before going on to situation #2, and so forth. Remain neutral during the discussion, allowing your students to express varied points of view freely.

Suggested Questions for Processing:

A. Although these situations appeared to be very different, they all had some things in common. What are all the things you can think of that they had in common?

B. Different people view different behaviors as abusive. How will you handle it if you are in a relationship where you feel that your partner is abusive, but he or she doesn't agree?

Recommended Character Building Assignment:

Ask each student in the class to formulate a brief, concise, definition of abuse. Compare and discuss definitions.

Handout

Abuse Rating Scale

Situation #1

Sherry and Brett were sitting in Sherry's family's den watching TV. Brett attempted to kiss Sherry on the lips. She told him to stop, but Brett held her arms down and tried to kiss her again. Sherry pulled her arm free and slapped Brett across the face. Was Brett abusive? If so, to what degree? Circle the number on the scale that indicates the degree to which you think Brett was abusive.

Scale:

0 1 2 3 4 5 6 7 8 9 10

Was Sherry abusive? Circle the appropriate number.

Scale:

0 1 2 3 4 5 6 7 8 9 10

Situation #2

Susan and Link have been going together for several months. They were on their way to a party and got into an argument. They were still angry with each other when they arrived at the party. After mingling for awhile Link noticed Susan talking to David. They were laughing. To Link, Susan appeared to be flirting just to make him mad. Link rose, walked over to Susan, grabbed her shoulder and pulled her away while saying, "Let's get out of here!"

Was Susan abusive?

Scale:

0 1 2 3 4 5 6 7 8 9 10

Was Link abusive?

Scale:

0 1 2 3 4 5 6 7 8 9 10

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Situation #3

Laura and Rob had made a commitment not to date other people. Marie, Laura's best friend, asked Laura to double date one weekend night while Rob was out of town. After much persuasion by Marie, Laura agreed to go. Laura was surprised to find that she enjoyed the company of her blind date, Sam. Sam likewise enjoyed being with Laura and asked if she would like to get together again. She said, "Sure." When Rob got back to town and asked Laura how her weekend had been, Laura responded by saying, "It was boring. I just sat around with my family all weekend."

Was Laura abusive?

Scale:

0 1 2 3 4 5 6 7 8 9 10

Situation #4

Daniel and Linda were a married couple. Lately, Daniel's job had been causing him much stress. His employer never seemed satisfied with Daniel's work even though Daniel worked longer hours than usual and did his best to please. After a particularly difficult day, Daniel came home late one evening and sat down to eat leftovers from the previous day. After one bite, Daniel stood and said, "Can't you come up with something better than this crap?" and threw the plate of food at the kitchen wall.

Was Daniel abusive?

Scale:

0 1 2 3 4 5 6 7 8 9 10

Situation #5

Todd and Marsha were parked in Todd's car on a secluded country road at about 1:00 a.m. They began to kiss, which led to heavy fondling. Soon, most of their clothes were removed. Marsha abruptly sat up and said, "Let's stop now! I can't go through with this!" Todd responded, "You were teasing me! Now, come on, put out baby!" Marsha said, "Please take me home now!" Todd said, "Okay, you little _____!"When he stopped in front of her house, he said, "Now get out—just get the _____ out of my car!"

Was Todd abusive?

Scale:

0 1 2 3 4 5 6 7 8 9 10

Was Marsha abusive?

Scale:

0 1 2 3 4 5 6 7 8 9 10

Situation #6

Deanna and Joe had been going together for close to two years. Their relationship had been very turbulent for most of that time. Deana knew that Joe was very possessive and had a way of finding out everything she did. Finally, after one heated argument Joe told Deanna he wanted to break up. He told her that he didn't want to try to be friends or see her at all. Deanna was very upset, especially over the fact that Joe was the one to break up. Reggie had been wanting to go out with Deanna for a long time. Deanna called Reggie and told him she was available. She knew Joe would find out, which was what she wanted. Deanna and Reggie went to a party together, had a very good time (or so Reggie thought) and did some heavy kissing and petting. Joe did find out about all of it and demanded that he and Deanna get back together. Joe also told Reggie to stay away from his girl.

Was Deanna abusive?

Scale:

0 1 2 3 4 5 6 7 8 9 10

Was Joe abusive?

Scale:

0 1 2 3 4 5 6 7 8 9 10

Activity 50 ***Warning Signs—Abusive Relationships***

Objective:

To assist your students in identifying indicators of the potentially abusive person.

Procedure:

1. Distribute the handout entitled "Warning Signs—Abusive Relationships." Deliver the following mini-lecture:

Mini-Lecture

"Often, after people have realized that they are or have been in an abusive relationship they wonder how they could have known that the relationship was going in that direction. If you are presently involved in a dating relationship with someone, or if you have been involved in a dating relationship in the past, place a checkmark beside any one of these statements that may apply to you or the other person. Please do not mention the person's name. According to research conducted by the National Council on Domestic Violence, if you placed a check by any one of these statements, there is reason for you to be cautious about the relationship. Many Domestic Violence Counselors advise that you get out of the relationship immediately if you checked any of these statements. These are warning signs and this doesn't guarantee that this person will be abusive, but it is a guide for being cautious and protecting yourself."

2. Distribute the handout entitled "Protective Measures: Abusive Relationships." Discuss with the class.
3. It would be very valuable to invite a counselor from a local domestic violence shelter to be a guest speaker and answer questions for students. Most local domestic violence shelters have an education outreach coordinator on the staff.

Handout

Warning Signs—Abusive Relationships

- Person attempts to tell you how to dress.
- Person attempts to tell you with whom you can or cannot be friends.
- Person talks negatively about the opposite sex.
- Person has a history of violent behaviors.
- Person puts you down emotionally.
- Person threatens you if you don't do or say what person wants.
- Person owns weapons and carries them constantly.
- Person grabs you, pulls, or pushes you. (not playfully)
- Person abuses drugs or alcohol.
- Person loses temper easily and for no apparent reason.

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Protective Measures: Abusive Relationships

If you are presently involved in a relationship that is abusive or that you fear will be abusive, following are some possible measures you can take to protect yourself if you fear ending the relationship. It is always a good idea to seek personal assistance from a local domestic violence counselor. Most communities offer domestic violence services free of charge.

- Research indicates that if the abuser is aware that a lot of people know about his or her threatening behavior, he or she will be much less likely to act on threats. Tell your parents, school counselors, police, and close friends about the person's threats. Let the person know that a lot of people know.
- Resist the temptation to strike back should a dating partner hit you. Most victims of dating violence are female, and if a violent confrontation escalates it is most likely that the female will be overpowered.
- If a dating partner displays any controlling behavior, let the person know firmly but calmly that the behavior is unacceptable. If the person persists in the behavior, break up. If the person refuses to leave you alone, talk to a school counselor or an appropriate helping professional.
- Do not blame yourself. There is no excuse for violent behavior. If a person does not like the way you act, the person can communicate about it or ultimately break up if he or she is dissatisfied enough.
- Remember, violence is not the only form of abuse. Being dishonest, manipulative, verbally abusive, or flirtatious to make the other person jealous are other forms of abuse. Do not invite abuse by being abusive.
- If a person persists in bothering you, take out a legal restraining order on the person. The local domestic violence shelter or the local police department can tell you how to do this. In most states teenagers are legally entitled to take out a restraining order.
- If you feel intimidated or if a person has threatened you, make a point of going out in groups in public. Avoid being alone in isolated places.

Activity 51 — Pyramid of Violence

Objective:

To demonstrate how violence can possibly escalate if there is no intervention in certain stages of the relationship.

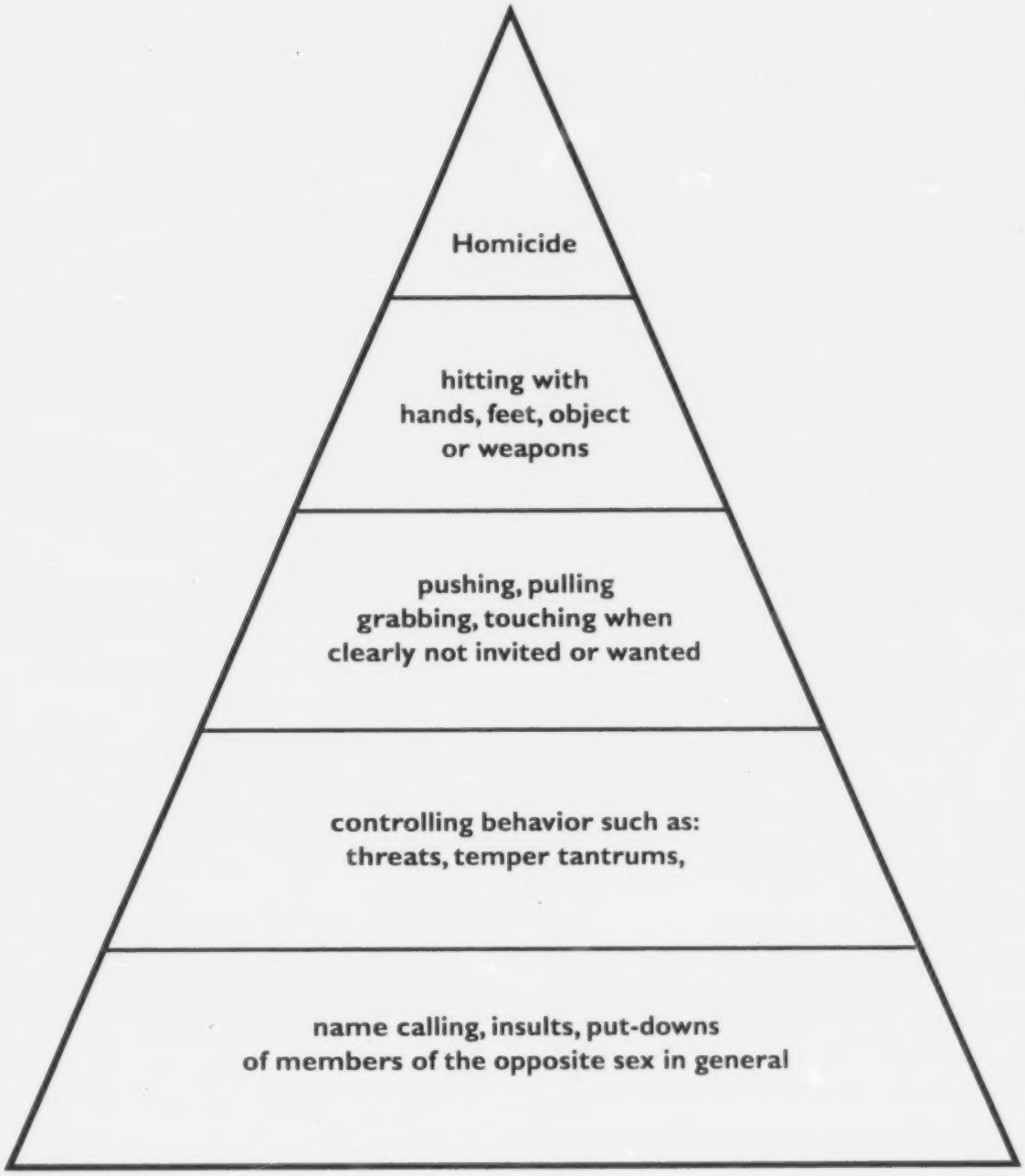
Procedure:

1. Distribute the handout entitled "Pyramid of Violence." Deliver the following mini-lecture:

   "Beginning at the bottom of the pyramid you will see name-calling, insults, and so forth. If these things are tolerated it is highly possible that the behavior will escalate to the next phase on the rung. If there is no intervention at this phase, it is likely that the behavior will escalate to the next level, with the ultimate level being homicide."

2. Take each level of the pyramid and discuss with the class what they might do to prevent the behavior escalating to the next level.
3. Divide the class into groups to create skits demonstrating each level of the pyramid. Ask them to discuss the skits and offer ideas for preventing the behavior from escalating to the next step.

Handout **Pyramid of Violence**



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Activity 52

How Can I Know How You Want to be Treated Unless You Tell Me?

Objectives:

To provide students the opportunity to consider behaviors that reflect attitudes.

To help students become aware that people have different ideas regarding kinds of behaviors that indicate respect, sensitivity, and so forth.

To assist students in learning to be specific in communicating to other people how they want to be treated in relationships.

Procedure:

1. Deliver the following mini-lecture:

   "If we are in a relationship and I ask you how you expect to be treated, you might say you want me to respect you, to be sensitive toward you, and maybe to be committed to you. Those are all nice concepts, but the trouble is they mean different things to different people. For instance, if a male invites a female to dinner, some females would consider it disrespectful if the male did not pay for the meal. Other females would find it disrespectful if the male did offer to pay for the meal. That's just one example of different interpretations of the word 'respect.'"

2. Distribute the handout entitled "Specific Behaviors." Ask your students to write responses individually for each category.
3. Divide students into breakout groups of 5 to 7 members. The group should move around the circle and share responses to the first item before moving on to the next.
4. After groups finish sharing bring students back to the community group for processing.

Suggested Questions for Processing:

A. What were some of the biggest differences in descriptions of behaviors that reflect respect, sensitivity, responsibility, and so forth?

B. How will you handle disagreements between you and your partner or your friend regarding how you interpret specific behaviors?

Recommended Character Building Assignment:

Ask the class to do some research regarding behaviors that indicate respect in various cultures. Example:

In some Asian cultures it is considered disrespectful for a young person to look an elder in the eye. In mainstream American culture it is considered disrespectful if a young person doesn't have eye contact with an elder. Ask your students to provide additional examples by interviewing people from different cultures or by reading.

Handout

Specific Behaviors

There are two sure ways NOT to get what you want from people: one is, not to know; the other is, not to let the other person know.

Below you will find some key words that people often use to describe what they want from others in relationships. In the space provided after the word, list some examples of specific behaviors that would indicate that the person is treating you that way.

RESPECT

SENSITIVE

INTEGRITY

LOVING

TRUSTING

RESPONSIBLE

COMMITTED

Now list specific examples of behaviors that indicate that someone is treating you in opposite ways from the list above.

DISRESPECT

INSENSITIVE

LACK OF INTEGRITY

IRRESPONSIBLE

UNTRUSTING

NON-COMMITTED

Activity 53 — Dating Relationship Contract

Objectives:

To motivate your students to consider personal and physical boundaries which they would set in dating relationships.

To motivate your students to open a dialogue with dating partners regarding personal and physical boundaries in their relationships.

Procedure:

1. Distribute the handout entitled "Dating Relationship Contract." Ask your students to write responses to questions individually.
2. After they have completed the handout, divide them into breakout groups of 5 to 7 members. Ask each group to sit in a circle and share responses to #1 before proceeding to #2, and so forth. Remind students that they are only to share responses at this point and not to debate or get stuck discussing one item to the exclusion of the other items.
3. Bring your students together in the community group for processing.

Suggested Questions for Processing:

A. About which items did the group seem to have the most different responses? (Allow your students time to express varied points of view.)

B. How would you react if the person you are dating has responses very different from yours?

Recommended Character Building Assignment:

Ask your students who are presently dating someone to take a blank copy of the contract to their partners. Be sure to ask them to ask their partners to write responses before comparing responses. After both partners have completed the contract, ask them then to compare responses. Ask them to discuss their experiences with the class. Ask your students who are not presently dating someone to follow the same procedure with a close friend.

Handout

Dating Relationship Contract

These questions are designed to help you clarify your views of the roles of males and females in close relationships. This "contract" can enable you to open up the lines of communication at the beginning of a relationship. It can also help your partner to know your limits regarding certain issues and thereby prevent needless misunderstandings. It is helpful to periodically return to the contract and assess each person's actions in light of responses to the questions.

I. Time Spent Together

1. How much time will you and your girlfriend or boyfriend spend together during a week? How will you resolve this issue if a conflict occurs? _____

_____

2. How will major decisions be made regarding where to go and what to do? _____

_____

3. Who will pay for expenses on a date? _____

_____

4. If your date pays for expenses, are you under any obligation to act a certain way or to return sexual advances? _____

_____

5. Is there any situation in which it would be acceptable for your partner to push or hit you? _____

_____

6. What will you do if your partner persists in trying to coerce you into doing something you do not feel right about doing? _____

_____

II. Sexual Issues

1. How would you define risky sexual behavior? _____

_____

2. What will you do if your partner wants to become more sexually active than you do? _____

_____

3. At what point is it acceptable for a person to say, "Stop, I don't want to go any further!"? _____

_____

III. Other People

1. Is it acceptable for your girl/boyfriend to have friends of the opposite sex and socialize with those friends? _____

_____

2. How will you handle jealousy if it occurs? _____

_____

IV. Personal Beliefs

1. What characteristics are most important to you in a boyfriend or girlfriend? _____

_____

2. Is there any behavior that you would not tolerate from another person? _____

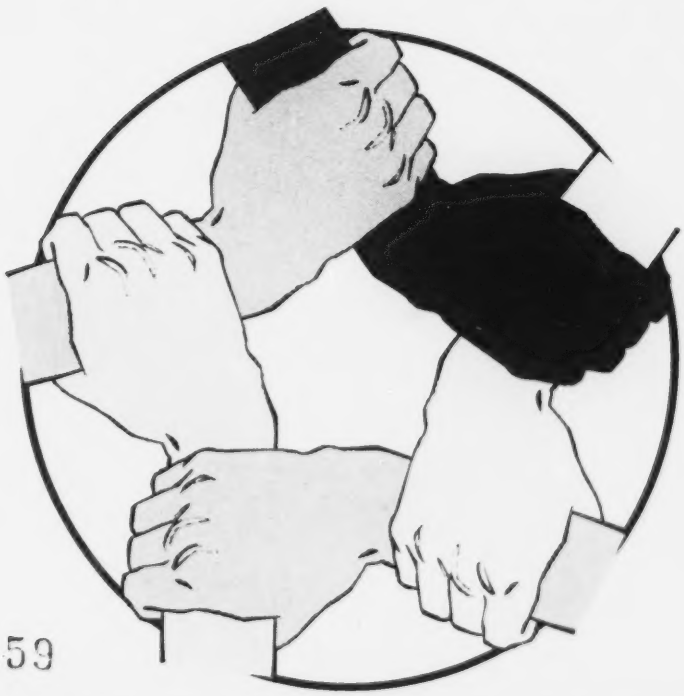
_____

3. Are there any beliefs that a person might hold that would greatly interfere with your ability to be close to that person? _____

_____

Section IV

Building Respect for Differences and Appreciation for Similarities



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Activity 54 ***Self-Awareness Assessment***

Objectives:

To enhance your students' awareness of their own cultural biases.

To evoke discussion regarding biases that exist in the workplace.

Procedure:

1. Deliver the following mini-lecture:

Mini-Lecture—Self-Awareness

"We all have biases. If you don't believe me, think about whom you would want your child to marry. The more aware of our biases we become, the easier it is to prevent ourselves from acting on them. Awareness is not agreement. I may not want my child to marry a person of a different cultural or subcultural background, but I should not treat that person any differently when he or she is in the workplace or at school. Bias is an attitude. Discrimination is the behavior and it is against the law."

Note:

This is a survey that will help us become aware of some of our own biases.

2. Distribute the assessment entitled "Attitudes: A Personal Assessment" to your students. Ask them to fill out the assessment individually.
3. Divide your students into diverse (if possible) groups of 5 to 7 members. Ask the groups to sit in a circle.
4. Instruct the groups to begin with item #1 by saying "I put _____ because ___."
5. Make sure every student shares his or her response to each item. Groups should not engage in debate while this procedure is being followed. Follow the same procedure for as many items as time will allow.
6. Ask your students to return to the community group.

Suggested Question for Processing:

A. Which items had the most diverse responses?

B. How did you feel when you were choosing a response?

C. Which of your responses were most influenced by your own cultural background?

D. Which items might you have answered differently if you were European? Latino? Asian? African? Native American? Did this survey increase your awareness of your cultural biases? Do your cultural biases affect your behavior toward others? In the workplace? At school?

Handout

Attitude: A Personal Assessment

Please indicate your reaction to each of the following statements in the space provided, using the following rating scale:

5 Strongly Agree
4 Somewhat Agree
3 Don't Know
2 Somewhat Disagree
1 Strongly Disagree

____ 1. Women talk more than men.
____ 2. Men are more emotionally "restrained" than women.
____ 3. People are more critical of women being overweight than of men.
____ 4. Someone's height can be a barrier to promotions.
____ 5. Orthodox Jews should work Saturday shifts just like any other employee.
____ 6. Workers with children should work Christmas just like any other employee.
____ 7. I think it should be optional for people of the Jewish faith to work the Christmas holiday in exchange for their major religious holidays.
____ 8. Smokers spend more time away from the work area than nonsmokers.
____ 9. At work people should be allowed to wear items or clothing that reflects political opinions.
____ 10. I am uncomfortable with people who don't have lifestyles like mine.
____ 11. I believe we should tighten our immigration requirements.
____ 12. I object to someone going through my desk drawers if they need something when I am not in.
____ 13. English should be made the USA's official language.
____ 14. A supervisor is within his or her right to ask two Arab employees to speak English to each other during working hours.
____ 15. People who speak with a strong Southern accent are, in general, less educated.
____ 16. People should retire when they are eligible in order to get out of the way of younger people moving up the career ladder.

____ 17. If my mother were widowed, I would feel comfortable with her marrying someone of a different race

____ 18. I resent the government's continued financial support of Native Americans.

____ 19. Being Black is harder than being white in American culture.

____ 20. Being Asian is more difficult than being black in our culture.

____ 21. Being Latino is harder than being black in our culture.

____ 22. There is usually no harm intended in ethic jokes.

____ 23. Businesses should promote family values by allowing families more flexible work schedules.

____ 24. People who are from the North tend to be more aggressive.

____ 25. People who are from the South tend to avoid confrontation.

____ 26. Poor people tend to be treated with disrespect compared to rich or middle class people.

____ 27. Rich people tend to get better treatment in the judicial system.

____ 28. Teacher's should be notified of students who are seeking mental health treatment.

____ 29. Service industry workers are less likely to respond to questions and concerns from senior citizens.

____ 30. I feel uncomfortable when taught by a person of another race.

Activity 55 — That Doesn't Describe Me! Or Does It?

Objective:

To simulate a situation where students are stereotyped and to provide students the opportunity to observe reactions to being stereotyped within themselves and others.

Procedure:

1. Have cards or squares cut out from paper of four colors: red, green, yellow, and blue. There should be an ample supply of each color of cards. Your students will pick cards as they enter the room.
2. Stand at the entrance of the room as your students enter, with the colored cards spread out on a table. As they enter the room, each student should be asked to pick up one card and take the card to his or her seat.
3. After everyone is seated, pretend to have a copy of a journal article. Tell your students that you discovered an interesting article from "The Journal of Humanistic Behavioral and Theoretical Psychology." (Or make up another pretend name for the journal.)
4. Tell your students that extensive research was conducted that proves people in the mental health and education professions can very accurately identify a person's personality simply by observing one of four colors that a person spontaneously chooses.
5. Acting very serious, read the following descriptions as if reading from the article:

If you chose a red card your characteristics are:

- You are very temperamental.
- You hold grudges and have a difficult time letting go of anger. You want revenge when you are angry and become obsessive until the revenge is complete.
- You get emotional very easily and you usually are in an extreme emotional state; either extremely up or down.
- You are a master at manipulating people.
- You are a go-getter and very hard worker.
- You are very creative and excel in the arts.

(If your students begin to protest, insist that the research is valid and scientifically indisputable.)

If you chose blue:

- You are extremely organized and become very disturbed if things don't go according to plans. You abhor spontaneity.
- You rarely show your emotions, even in very close relationships.
- You like to control and dominate others.
- You excel in military or law enforcement careers.
- You are very logical and analytical.
- You never do anything in excess, such as eating, drinking, using drugs, and so forth.
- You take life seriously and rarely laugh.
- You prefer one on one relationships rather than groups.

(As students protest, continue to stand by the scientific validity of the research you are reporting).

If you chose green:

- You have a tendency toward irresponsibility. You like to play much more than you like to work.
- You have a very difficult time keeping commitments in dating or marital relationships.
- You are usually the life of the party. You have a good sense of humor and you prefer to be in groups of people rather than in one on one situations.
- You tend to drift from job to job without settling on a specific career, although you excel in sales.
- You find it very difficult to be still and relax.
- You are very dependent on compliments and praise from people to maintain self-esteem.
- You are more predisposed than other people toward addictive behavior.

If you chose yellow:

- You often act upbeat even though you don't really feel that way.
- You prefer being outdoors to being inside. You love nature.
- You are competitive. You excel in athletics.
- You tend to dislike school and earn poor grades.
- You avoid conflict and disagreement whenever and however possible.
- You excel at fixing mechanical things.
- You enjoy a lot of time alone.
- You accept things as they are without trying to analyze or figure out the reasons things happen.

6. After reading the descriptors ask your students how accurately they thought the descriptions applied to them. (At this point continue to maintain that this was a valid research project).
7. Ask your students how they felt when they were described inaccurately. Tell them the truth about the "article."

Suggested Questions for Processing:

A. What does this activity tell us about how people use "research" to justify certain positions?

B. Can you provide examples of historical situations where inaccurate scientific research was used to portray groups of people as inferior?

Activity 56 — Terms Defined

Objective:

To provide an accurate vocabulary with which to discuss feelings, attitudes, and behaviors toward groups of people.

Procedure:

1. Distribute the handout entitled "Terms Defined." Go over each definition with your students and clarify as needed.
2. Ask them to provide examples from history of a situation related to each definition.

Suggested Questions for Processing:

A. Can a person be prejudiced but not be racist?

B. Can a person be biased about someone without being prejudiced toward someone?

Handout

Terms Defined

prejudice—to make judgments about someone or a group of people without knowing the person or group. Judgments may be made based on race, gender, hair color, clothing, socioeconomic level, and so forth.

bias—to be partial. Everyone is biased toward some people. Bias may be based on knowledge of a person. To like someone more than someone else is to be biased. Bias becomes discrimination when a person is denied a job or given a poorer grade because of partiality instead of quality of performance.

racism—the belief that one race is superior to another.

racist—one who believes that one race is superior to another.

sexism—the belief that one gender is superior to another.

cultural chauvinism—the belief that one culture is superior to another. Almost everyone is a cultural chauvinist to some degree. For instance, how many of you believe that cultures that honor women's rights are superior to cultures where women are still not allowed to vote, reveal their faces in public, or have property rights?

All of the above terms reflect feelings and attitudes. Feelings and attitudes are not illegal. When one ACTS or BEHAVES based on the feeling or attitude, that action is called DISCRIMINATION. Discrimination based on race, gender, ethnicity, or religion is illegal in most organizations in the United States.

Examples:

I may not like your religion. That is not illegal. However, If I deny you a job because of your religion I am discriminating. I may be a college professor and have favorite students. That's natural and not illegal. However, if you can prove that I assigned grades based on likes or dislikes of students I may be open to a lawsuit because of discrimination.

Activity 57 — On the Outside Looking In

Objectives:

To simulate the experience of being discriminated against.

To simulate the experience of excluding someone from the mainstream.

Procedure:

1. Divide your students into groups of 5 to 7 members. Be sure that each group is racially and sexually integrated, if possible.
2. Ask each group to stand in a circle and join arms as if in a football huddle.
3. Ask each group to elect, by consensus (this is very important) one of its members to stand outside the group; give the following instructions:
   - The task of the minority person is to persuade the group to let him or her in the circle.
   - The minority person may not use physical coercion to get into the circle. The person must talk his or her way into the group.
   - The minority person may speak to the entire group or focus on one individual in the group.
   - The members of the majority group may respond to whatever the minority person says.
   - The majority group may or may not choose to let the minority person inside.
   - Allow about two minutes for the minority persons to attempt to get into the group and then call "stop."
4. Ask everyone to reconvene as a large group. Ask those people who played the role of the minority persons to gather at the front of the room facing the large group.
5. Announce that anyone who was in the majority may ask a question of the minority panel about what it was like to be attempting to get into the "mainstream."
6. After the majority group has finished asking questions, tell the minority panel that they may direct questions to the "majority" participants about their experience.

7. After the questioning has been completed, give the minority students a piece of paper and a marker. Ask them to gather as a group and brainstorm the following question:

   What would you do if the majority people continued to keep you out of their group? How would you cope with that?

Note:

Responses should be written on a flip chart. A spokesperson should be selected to present the findings to the large group.

8. Provide the majority group with paper and markers. Instruct them to brainstorm answers to the following question:

   If you wanted to keep the minority people out continually, what strategies would you use to insure that they never get in?

Note:

Tell the majority group that their task is more difficult because there are more of them. Their challenge will be to organize themselves and establish consensus.

9. Allow about 15 minutes for the groups to brainstorm.
10. Call the groups together and allow the spokespersons from each group to report to the large group.

Suggested Questions for Processing:

A. Looking at the majority list, can anyone give examples of how, when, and to whom these things were done to minority groups in America?
B. Looking at the minority list, can anyone give examples of when minority groups did these things to the mainstream in America?
C. Can anyone give examples of how these things are done in this organization?

Activity 58 — *Discrimination: My Experiences*

Objectives:

To enhance your students' awareness of how discrimination affects everyone.

To enhance your students' awareness of the emotional effects of prejudice.

Procedure:

1. Deliver the following mini-lecture, "Discrimination: My Experience:"

Mini-Lecture—Discrimination: My Experiences

"How many of you have been sitting in a room when a new person that you have never met walked into the room? (Pause for show of hands.) Of those of you to whom this has happened, how many of you made up your mind whether or not you wanted to get to know that person before you even talked to them? (Pause for show of hands.) We have probably all done that at some time. That is an example of prejudice. Prejudice means to prejudge or to make up your mind about someone without knowing that person. You may have decided that you did not want to get to know that person because of the person's race, gender, hairstyle, neighborhood or clothing. We have all probably done that and we have all probably had it happen to us. If we are aware that we are prejudging, but we do not behave accordingly, that is not so harmful. But when our prejudices dictate the way we behave toward someone the result is discrimination. For instance, if I deny you a job because of prejudice against your race, gender, or religion, I am discriminating against you. If I will not let you into a club because of your race or gender, I am discriminating against you. We are about to do an activity where we explore times when we have been treated with prejudiced behaviors or when someone discriminated against us."

2. Distribute the handout entitled "Discrimination: My Experiences." Ask your students to fill in the responses to the items. Emphasize the importance of not using names. Also, emphasize the importance of describing the behaviors (or actions) that the person demonstrated. When describing the feeling about the behavior, emphasize the importance of using feeling words (i.e., happy, sad, angry, etc.)

3. After your students have completed the handout, ask them to sit in a circle, share responses to A, then proceed to B, and so forth.

Suggested Questions for Processing:

A. What kind of impact might discrimination have on an employee's ability to work?

B. What kind of strategies can we use to minimize our prejudices? List the specific behaviors displayed by people that you considered to be examples of discrimination. (Do not mention names.)

Handout

Discrimination: My Experiences

A. One time someone (or some people) discriminated against me by: _

_____

_____

_____

When this happened I felt: _____

_____

_____

_____

B. One time someone (or some people) discriminated against me by: _

_____

_____

_____

When this happened I felt: _____

_____

_____

_____

C. One time someone (or some people) discriminated against me by: _

_____

_____

_____

When this happened, I felt _____

_____

_____

_____

D. One time someone (or some people) discriminated against me by _

_____

_____

_____

When this happened, I felt _____

_____

_____

Activity 58 ***What Bothers Me the Most/I Have Done It***

Objective:

To enhance understanding and tolerance of other's behavior.

Procedure:

1. After providing the instructions, divide your students into groups of 5 to 7 members. Each group should be supplied with a piece of newsprint or poster paper and a marker.
2. In their groups, your students should brainstorm about the things people do that annoy or bother them most. Each individual in each group should contribute at least one annoyance. After all the "annoyances" are listed, the group recorder should ask who in the group has done that thing before. The names of people who have confessed to having done that behavior should be written in the "I have done that" column. See "Sample Sheet for Facilitators." Be sure to tell your students to confess, even if they did the behavior years ago!
3. Allow the groups about 15 minutes to complete their lists. Bring the community group back together. Ask each group to stand before the community group and share their lists with the community group.

Suggested questions for processing:

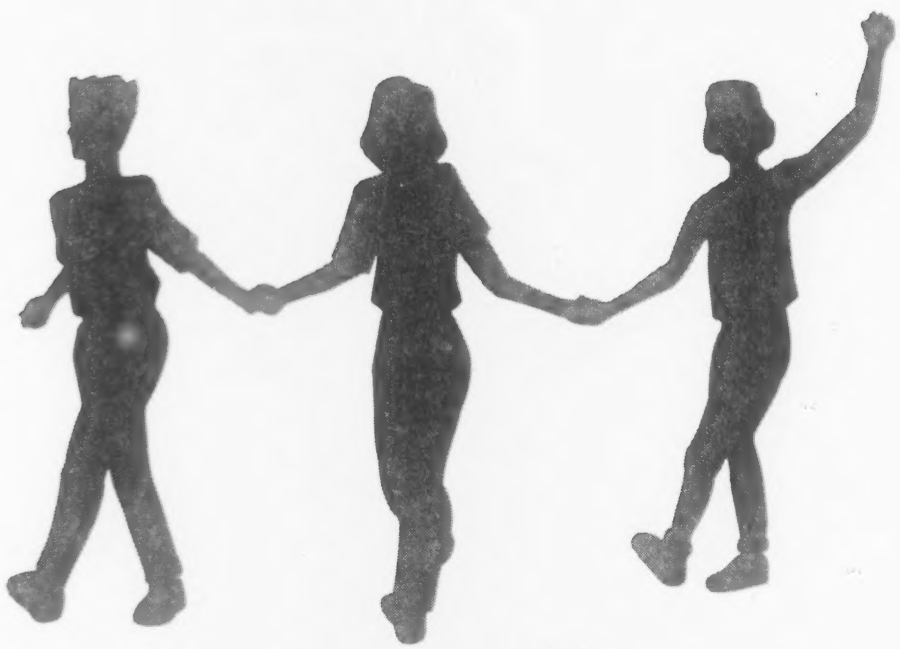
A. What did you learn about yourselves from doing that?

B. Why are we so hard on other people when they do things that bother us, but we seem to be easier on ourselves for doing those same things.

Handout

Sample Sheet for Facilitators

What Bothers Me the Most	I Have Done it
People who are late	Bill, Mary, Tom, Jason
When people lie	Sally, Molly, Ed
People who talk with their mouth full	Norris, Carly
People who pop their gum	entire group



Activity 59 — Where Did I Come From?

Objective:

To assist students in examining their attitudes and the attitudes of others toward knowledge of cultural heritage.

Procedure:

1. Distribute the handout entitled "Where Did I Come From?" Be sure that each student has a pen or pencil.
2. Ask your students to privately write appropriate responses to the items on the worksheet.
3. Divide them into groups of 5 to 7 members. Ask the groups to allow each individual to share responses to items on the worksheets. The group should listen to each individual's responses without judgment. Questions may be asked only for clarification—not for the sake of arguing.
4. Each group should elect a spokesperson to provide a *brief* summary of the group's discussion to the large group.

Suggested Questions For Processing:

A. Is knowledge of our cultural heritage important or not? Why or why not?

B. If a group is deprived of its history, how might it affect that group?

C. What are some of the cultures we know least about?

D. Looking at the definition of culture on the worksheet, do you think that one's culture has to be one's national or ethnic origin?

E. Do you think the definition on the worksheet is adequate? Why or why not?

F. Do you think your cultural origin influenced your family values? Your own values? If so, How?

Handout

Where Did I Come From?

Culture—(Webster's 7th Collegiate Dictionary)—behavior typical of a group or class.

1. Name _____

2. Ethnic or national origin _____
   (If you do not know it is okay)

3. The things I enjoy doing most are _____
   _____
   _____

4. The three most important things I learned about life from my family are _____
   _____
   _____

5. The three things I like best about my cultural heritage are _____
   _____
   _____

6. The three things I'd like most to know about my cultural heritage are
   _____
   _____

7. I think (do not think) knowledge of one's culture is important because _____
   _____
   _____

8. The culture I'd most like to know more about is _____
   because _____
   _____

Activity 60 — Cultural Traits

Objectives:

To stimulate discussion regarding salient characteristics of various cultures.

To stimulate discussion regarding the distinction between salient cultural characteristics and stereotyping.

To stimulate each student to think about his or her individual cultural identity.

Procedures:

1. Distribute the handout entitled "Cultural Traits." Ask your students to follow instructions and complete the handout individually.
2. After students have completed the handout, arrange the groups in circles. Then ask each student to share responses to each item by completing the following sentence:

   I put _____

   because _____

3. Be sure that each student shares responses to item number one before moving on to item number two, and so forth.
4. Tell your students that, as responses are shared, other students should simply listen. After all responses are shared, your students may discuss agreements/disagreements during the processing time.

Suggested Questions for Processing:

A. Would anyone like to share anything that you became aware of as you were matching the descriptions?

B. Although each cultural and ethnic group has salient cultural values, what are the risks in assuming that individuals from those groups adhere to those values?

C. How can we respect and honor cultural traditions without stereotyping?

Handout

Cultural Traits

Directions:

Beside each description place:

AA next to the term you think applies to African-Americans;
EA next to the term you think applies to European-Americans;
A next to the term you think applies to Asian-Americans;
N next to the term you think applies to Native Americans;
L next to the term that you think applies to Latino Americans.

Items:

___ 1. Competition and individual achievement.
___ 2. Family more important than individual.
___ 3. Harmony with nature.
___ 4. Male traditionally head of the family.
___ 5. Cooperation valued over competition.
___ 6. Expression of emotions is encouraged.
___ 7. Avoidance of confrontation valued.
___ 8. Humility highly valued.
___ 9. Restraining emotions is highly valued.
___ 10. Work ethic of central importance.
___ 11. Respect for elders highly valued.
___ 12. Freedom of choice is prized and respected.
___ 13. Most likely to value self-discipline.
___ 14. Giving and sharing highly valued.
___ 15. Tradition of oral rather than written history.
___ 16. Rhythmic musical orientation.
___ 17. Likely to be emotionally expressive in worship.
___ 18. Avoidance of eye contact shows respect toward other person.
___ 19. Aggressiveness within limits considered to be a positive characteristic
___ 20. Reverence for nature central part of spiritual beliefs.

Activity 61 — Multicultural Experiences

Objective:

To enhance your students awareness and understanding of the experiences of various racial, ethnic, cultural, and gender groups.

Procedure:

1. Divide your students into racially and culturally mixed groups of 5 to 7 members. Distribute the handout entitled "Multicultural Experiences" to all students.
2. Ask the groups to discuss each item on the handout. Each group member should respond to one item before moving on the next. Each group should have or appoint a facilitator to insure that each group member has the opportunity to respond. The facilitator should insure that no single group member dominates the discussion.
3. Each group should appoint a spokesperson to provide an overview of that group's discussion when the large group reconvenes. The spokesperson does not have to be the same person as the facilitator.
4. Allow at least 45 minutes for the small group discussion.
5. When the large group reconvenes, allow each group's spokesperson to give a brief overview of their group's discussion.
6. Allow for processing time within the large group.

Handout

Multicultural Experiences

1. Discuss some of the things you were taught, or that you heard, at an early age (age 1-12) about:
   A. African-Americans
   B. Asian-Americans
   C. Latin-Americans
   D. Native Americans
   E. Jewish-Americans
   F. Males
   G. Females
2. Describe one of your earliest experiences (elementary school age) with a person of another race or culture. Apply the same question to the opposite sex.
3. Discuss what you find most difficult about relating to people of other races or cultures. Discuss what you find most interesting about dealing with people of other races or cultures. Discuss the same question for people of the opposite sex.
4. Share some things that you have always wanted to know about people of another race or culture. Discuss the same question for the opposite sex.
5. Discuss one situation in which you were in the minority and did not feel accepted. How did you act in that situation? How did you feel about the situation?

Activity 62 — What You Always Wanted to Know About the Other Race But Were Afraid to Ask

Objective:

To eliminate stereotyping and to increase knowledge of other races and cultures.

Procedure:

1. Every student should have a piece of paper and a pen or pencil. Instruct your students not to put their names on the paper.
2. Ask the Caucasian students to write any question they would like to direct to non-Caucasian students about what they think or how they feel about any issue. Also, questions may be asked about lifestyles, beliefs, family life, and so forth. In other words, Caucasians may ask anything they want to know that would help them understand the non-Caucasian students better. Some groups may consist of only Caucasians and African Americans. Others may be more diverse and consist of Asians, Latinos, and so forth. If it is a diverse group, ask your students to specify the group to which the question is directed. When they have finished writing the questions, ask your students to fold their papers in half and write their own race on the outside of the paper.
3. Ask the other students to follow the same procedure as above.
4. All questions should be passed to you. Read each one aloud. Do not read any questions that contain profanity or racial insults.
5. Explain to your students, before the discussion begins, that the way we eliminate prejudice is to gain knowledge about other races. Explain that the purpose of this activity is to bring into the open, in a safe way, some of the misunderstandings that the races have about each other. Hopefully, this discussion will clear up some of those misunderstandings.

Note:

This same procedure may be followed by asking male and female students to write questions regarding gender.

6. Tell your students that when they respond to a question they should respond only for themselves and not for their entire race, culture, or ethnic group.
7. Tell them that it is okay to disagree, but they must do so respectfully. You have the right to terminate a discussion if your students become disrespectful.
8. Allow as much time as needed for this activity.

Your role as a facilitator:

Refrain from expressing your own opinions during the discussion. However, at certain points during the discussion, it may be beneficial for you to provide *factual* information. It is also important that you pace the discussion in such a way as to not allow one person or one question to consume a disproportionate amount of time.

Activity 63 — All Humans Need

Objectives:

To enhance awareness of all human needs regardless of gender, race, or creed.

To enhance understanding of what motivates human behavior.

Procedure:

1. Divide your students into groups of 5 to 7 members. The groups should be racially and sexually integrated for maximum benefit of this activity.
2. Each group will receive a piece of newsprint and marker. Each group should select a spokesperson to report back to the class.
3. The newsprint should have two columns; one column should be titled, "All Humans Need", the other column should read, "If Needs Are Not Met."
4. Under the "All Humans Need" column, groups should brainstorm a list of all those things they think humans need *other than physical needs.* Under the column, "If Needs Are Not Met" groups should speculate about how a human might *behave* (not feel) if those needs are not met. Example:

All Humans Need	**If Needs Are Not Met**
praise	become critical
attention	become class clown

5. Allow 10 to 15 minutes for groups to brainstorm. When groups are finished, allow the spokesperson from each group to report to the large group.

Suggested Questions for Processing:

A. When someone acts obnoxiously, what might that person be needing?

B. What do you think the prejudiced or bigoted person might be needing that he or she isn't getting?

C. What about people who love to control or have power over others?

D. What kind of need(s) might those people be trying to fill?

Activity 64

Universal Human Rights

Objectives:

To stimulate discussion regarding universal human rights that may transcend cultural traditions and/or beliefs.

To stimulate discussion and provide students the opportunity to practice building consensus.

Procedure:

1. Deliver the mini-lecture, "Universal Human Rights."

Mini-Lecture—Universal Human Rights

"Although we want to respect and honor traditions and beliefs of various cultures, sometimes a cultural tradition may conflict with a belief that we value more than the tradition of a particular culture. For instance, we know that some cultures do not provide for equal rights for females. Other cultures may not guarantee equal rights under the law to a particular race or ethnic group or religious group. Are there certain human rights that should be cherished, advocated, and defended even if these might clash with the values of a particular culture? This activity will provide you with the opportunity to discuss and then make decisions about universal human rights. A universal human right is a right that you believe all humans are entitled to regardless of culture, law, tradition, or beliefs."

2. Distribute the handout entitled "Universal Human Rights." Ask your students to write responses individually.
3. After they have completed their written responses, ask them to sit in a circle and share their statements with the group.
4. Assign the groups the task of reaching unanimous agreement on at least five human rights. Emphasize that each right must have unanimous agreement or it cannot count. Tell your students that they may add as many rights as they wish.
5. If this activity is conducted with more than one small group, ask the groups to report their results to the community group.

Suggested Questions for Processing:

A. How should we respond to people of cultures that do not honor the rights that we think should be universal? Should we persuade them to change? Accept their values?

B. What was your basis for deciding that a certain right should be universal?

Handout

Universal Human Rights

1. All humans have the right to _____

2. All humans have the right to _____

3. All humans have the right to _____

4. All humans have the right to _____

5. All humans have the right to _____

Add additional statements if you wish.

All humans have the right to _____

All humans have the right to _____

Activity 65 — *Out of Many, ONE!*

Objective:

To promote discussion about the features that students like best about themselves.

Procedure:

1. After giving instructions, divide students into groups of 5 to 7 members. Each group should be supplied with newsprint or poster paper and a variety of different colored markers.
2. Instruct students to create a picture of one individual made up of composite features of all the individuals in the group. Each individual in the group should be able to choose the feature that he or she wants included in the picture. Individuals may choose to include a piece of clothing or jewelry or a symbol to represent them if they choose not to include a physical feature. Each individual in the group must be represented in the picture! Allow groups 15 to 20 minutes to complete the composite picture. Instruct the groups to give the picture a name which reflects the spirit of the entire group.
3. After bringing the community group back together, ask each small group to make a presentation explaining the composite picture. Each person should explain his or her own contribution to the picture and why he or she chose that feature to go on the picture. Groups should also explain how and why they chose the name for the character they created.
4. Tape picture on the wall.

Suggested Question for Processing:

How do our diverse qualities enrich our classes, schools, community, and nation?

Definition of a leader:

A leader is someone who sees what needs to be done and does it!

Werner Erhard

Section V

Building Responsibility for School and Community

Activity 66 — Responsibility for the Community: An Assessment

Objective:

To assist your students in becoming aware of the extent to which they assume responsibility for the community.

Procedure:

1. Distribute the handout entitled "Responsibility for the Community: An Assessment." Ask your students to take the assessment individually, placing their total scores in the space provided.
2. After all students have completed the survey, divide them into groups of 5 to 7 members. Groups should sit in circles and have their surveys with them. Each student in each group should take a turn on the "hot seat" regarding his or her score on the assessment and his or her thoughts about responsibility for the community. Ask groups to follow the hot seat structure, which, by now, should be very familiar.
3. After every student in every group has had a turn on the hot seat bring the class back together for processing.

Suggested Questions For Processing:

A. Should we be expected to take responsibility for the well-being of our community, state, and nation? Why or why not?

B. For those of you who have already become actively involved in community service, what are the benefits of such service to you?

Handout

Responsibility for the Community: An Assessment

Directions:

Place the number in the blank that most closely applies to you.

1 = Never 3 = Occasionally 5 = Very Often On a Regular Basis

2 = Rarely 4 = Often

_____ 1. I keep informed about local issues from a variety of sources. (TV, Radio, Newspaper, etc.,)

_____ 2. I keep informed about state issues from a variety of sources.

_____ 3. I keep informed about national issues from a variety of sources.

_____ 4. There are local, state, and national political positions that I strongly support and that I strongly oppose.

_____ 5. I do volunteer work for a religious organization or a community agency.

_____ 6. I write letters or make phone calls to local, state, or national lawmakers to voice my opinions on issues.

_____ 7. I have associated with people from all sections of my community.

_____ 8. I do things to help my school be a safe, inviting place for everyone.

_____ 9. I am involved in a community group. (such as Girl or Boy Scouts, a community choir, a community theater group, etc.)

_____ 10. I help relative's children by tutoring, babysitting, or mentoring.

_____ 11. I help neighbor's children by tutoring, babysitting, or mentoring.

_____ 12. I help relatives who are elderly and cannot do some things for themselves or who are lonely.

_____ 13. I help acquaintances who are elderly and cannot do some things for themselves or who are lonely.

_____ 14. I have adult friends or relatives, in addition to my parents or guardians, whom I can count on for support and guidance.

_____ 15. There are social causes that I strongly believe in and for which I work (even if it might be in small ways).

_____ 16. I talk to administrators, counselors, and/or teachers about school policies and programs about which I am concerned.

_____ 17. I speak out against violence among my peers.

_____ 18. I have skills for unifying people and helping people reach agreement when differences arise in groups.

_____ 19. I think about how things could be improved in my community, in my state, in my country, and in the world.

_____ 20. I contribute money to organizations that do worthwhile things.

_____Total Score

Scoring:

80 - 100 = very community oriented, well-informed about issues, very involved in the community.

60 - 80 = informed and somewhat involved in the community

40 - 60 = well-informed or actively involved but not both

20 - 40 = beginning to develop a community awareness

0 - 20 = have not begun to develop an interest in the community

Activity 67 — The Human Graph: Abusive Behaviors

Objectives:

To help your students arrive at a definition of what constitutes an abusive behavior.

To stimulate discussion regarding how various behaviors are perceived by others.

To help your students become aware of varying degrees of abuse.

Procedure:

1. Deliver the following mini-lecture:

   "Many of you would agree that students should not be allowed to abuse each other at school. Abuse can include fighting, but there are many other ways that students can abuse each other. Let us suppose that we have to write a school rule regarding abuse. First, we have to agree on a definition. We have to realize that there are varying degrees of severity of abusive behaviors that occur at school. To illustrate this point we are going to make a human graph. I need 5 volunteers to stand in the middle of the room. *(Select 5 volunteers; allow for more volunteers depending on the size of the group.)* The wall all the way to the volunteer's left is a 10; that means severely abusive. The wall all the way to your right is a 0 which means not abusive at all. When I read the situation, I want you to think for yourself and stand at the place that designates the degree to which you think the main character's behavior was abusive. Be prepared to explain why you chose to stand at your position on the graph."

2. Read the situations and follow the directions.

Situation #1

Stan, a ninth grader, was hurrying down the hall headed for class when a tenth grader they called "Fox" stuck out his foot and tripped Sam. Stan's books flew all over and papers from his notebook were scattered. Other students walking by ignored Stan's papers and stepped on them. Fox was having a good laugh with his friends as Stan tried to salvage his books and papers. Please stand at the place that designates the degree of abuse you felt Fox displayed.

(When your students choose their places on the graph, ask each student to explain his or her reasons for their choices. After each student has provided an opinion of Fox's behavior, ask your students to choose an area that designates the degree of abusiveness displayed, if any, of your students who ignored Stan and stepped on his papers.)

Situation #2

Jill and Jennifer are sitting in class working on a rough draft of a book report. Jill has a bag of candy bars, which she is selling for a fund raiser sticking out of her bag. Jennifer reaches to grab a candy bar and Jill turns around to catch her. Jill immediately hits Jennifer upside the head and says, "Stay out of my stuff!"

Stand at the place on the human graph that designates the degree to which you think Jill may have been abusive. Ask the individuals to explain their choices. Stand at the place on the human graph that designates the degree to which you think Jennifer's behavior may have been abusive. Ask your students to explain their choices.

Situation #3

Denise is walking down the hall between classes. Kevin is standing near his classroom door waiting for the tardy bell to ring. As Denise walks by, Kevin says in a loud voice, "I like your tight jeans, baby!" and pats her on her bottom.

Stand at the place on the human graph that designates the degree to which you think Kevin was abusive. Ask your students to explain their choices.

Situation #4

Diane is sitting in the cafeteria with several of her friends. Matt timidly approaches her and says, "I know you weren't in Biology yesterday. I was wondering if you'd like to copy my notes." Diane irritably responds, "Bug off, Dork!" Her friends laugh.

Stand at the place on the human graph that designates the degree to which you think Diane's behavior may have been abusive. Ask students to explain their choices.

Situation #5

Eric is one of three African American students elected to your student Council. At a Student Council meeting your student body president, Miles, is seeking volunteers and appointing chairpersons to various committees. Eric was overlooked for every committee for which he volunteered. After the meeting Eric expresses his concern about being ignored to Miles. Miles responds by telling Eric that he wants Eric to take a leadership position during Black History Month in February. Miles adds, "I think you make a great role model for younger black students."

Stand at the place on the human graph that designates the degree to which you think Mile's behavior was abusive. Ask students to explain their choices.

Suggested Questions for Processing:

A. What did all of these situations have in common?

B. Using our discussions of each situation to help you, let's create a definition of abusive behaviors.

Activity 68 — Leader of the Pack

Objectives:

To provide students the opportunity to take a leadership role spontaneously.

To have fun.

Procedure:

1. Bring a cassette player or CD player to class. Compile a tape or buy a compilation tape with a variety of songs and a variety of rhythms. It is fun to compile your own tape with songs representing rock, country, rhythm and blues, big band, rap, and classical all on the same tape.
2. Divide your students into groups of 5 to 7 members. Desks and chairs should be cleared to make room for them to do a lot of moving around. When they are divided into groups, ask each group to stand in a separate circle facing each other.
3. Tell your students in each group to number off from 1 through the maximum number in the group.
4. Tell them that you will call a number. The person whose number you call will be the leader of the pack for his or her group. Tell them that you will play a piece of music. The leader of the pack must lead his or her group in some sort of movement to the music for the duration of the song. Be sure to emphasize to your students that as leader of the pack they may choose to dance, simply wiggle their pinkie, or do nothing. When leading groups, the leader of the pack should *not* intrude into another group's space. Whatever kind of movement the leader of the pack chooses, the group should remain in their own circle facing each other.
5. Follow this procedure until each student in each group has had a turn at being the leader of the pack. If some groups have more students than others, you might say, "Okay, #7 is the leader of the pack. If you don't have 7 people then #___ will be the leader of the pack again."
6. When playing songs for each person's turn, allow 30 seconds to one minute for each song to play.

Suggested Questions For Processing:

A. When it was your turn to be leader, did you hold back or completely throw yourself into the exercise? Whichever you chose to do, what motivated you?

B. How did you react if your group did not follow you with much enthusiasm?

C. What elements were in this activity that a leader might encounter in any situation?

Activity 69 — Do You Want To Make A Difference? Effective Leadership

Objective:

To enhance students' awareness of the characteristics of an effective leader.

To motivate students to think about people that they know who display effective leadership qualities.

Procedure:

1. Distribute the handout entitled "Leadership Principles" to each student. Ask them to read and complete numbers 11 and 12 individually.
2. Divide them into groups of 5 to 7 members. Ask each student in each group to go around the circle and share responses to #11. Follow the same procedure for #12.

   When all groups have completed the sharing process bring the class back together for processing.

Suggested Questions for Processing:

A. Does anyone disagree with any of the 10 leadership principles? Why?

B. Did anyone disagree on your responses to #11? If so, share the points of disagreement with the class.

Recommended Character Building Assignment:

Review Werner Erhard's definition of a leader. Ask each student to, at some point during the next 24 hours, see one thing that needs to be done and do it (no matter how small).

Ask your students to document the act in their portfolios. Conduct a discussion allowing students to share the things that they did.

Handout **Leadership Principles**

1. It is not necessary to be famous, rich, powerful, or even recognized to be a great leader. Many of the most influential leaders in history are virtually unknown and have wielded their influence behind the scenes.
2. As Dr. Martin Luther King Jr. said, "You may not be a mountain. You may only be a bush on the side of the hill, but be the best bush you can be." In other words, if you can't change the world, at least help pick up the litter in your neighborhood.
3. A leader who wants to get things done makes efforts to build agreement and cohesiveness with her followers. A leader whose objective is to gain power divides her followers but accomplishes little.
4. If you have control over yourself, that is the only power that you will ever need. Control of yourself is the most difficult power to attain.
5. It is possible to be a great leader without intentionally DOING anything. Simply being honest, compassionate, and living your convictions can have a profound influence in the world.
6. It doesn't take very long to spot a phony. Be real with those whom you seek to influence and they will be real with you.
7. An effective leader should invite constructive criticism and be able to withstand destructive criticism.
8. An effective leader is skilled in inspiring people to fully utilize their talents.
9. If you don't occasionally laugh at yourself, you take yourself much too seriously.
10. An effective leader gives credit to whom it is due and does not claim it for himself or herself.
11. In my opinion, some additional qualities of an effective leader are:__

    _____

    _____

    _____

    _____

12. Name a leader whom you know who displays one or more of the qualities listed in numbers 1 - 11. This leader should not be someone famous; nor does this leader have to be associated with an organization. It can be a leader in your group of friends or a leader in your family.

    Name_____

    Qualities that I admire about this leader are _____

    _____

    _____

    _____

    _____

Activity 70 — Cultural and Personal Values Consensus

Objectives:

To enhance awareness of the diversity of values within cultures and individuals.

To provide a diverse group of people the opportunity to practice arriving at consensus.

Procedure:

1. Distribute the handout entitled "Cultural And Personal Values." Ask each student to read each item carefully. Ask each student to use a pen or pencil and rank the three most important values listed on the handout in order of importance to the individual. Number 1 will be the most important, and so forth.
2. Divide students into groups of 5 to 7 members. Groups should sit in circles. Each individual in the group should read his or her top three values to the rest of the group.
3. The task of the groups then becomes to, *by unanimous agreement of all group members,* to rank the three most important values. If one group member disagrees, the group cannot use that item.
4. Allow about 15 minutes for the groups to rank the values. If a group has been unable to agree when time is called, the group must stop anyway. When the large group reconvenes, ask a spokesperson from each group to report on the group's top three values. Also, ask the spokesperson to report on how the group arrived at agreement (or didn't, as the case may be).

Suggested Questions for Processing:

A. How many of your original "top three" values were also values that are an important part of your culture?

B. What does this teach us about the problems that stand in the way when countries attempt to arrive at an agreement?

C. How do we live in harmony and still maintain respect for the diverse values each individual and culture holds?

D. Who was the most influential person in your group at building concensus? How did that person influence the group?

Handout

Cultural and Personal Values

- The male adult in a household should make the final decisions regarding family matters.
- Citizens should support their governments' policies whether they agree with them or not.
- All humans should have equal opportunities regardless of race, gender, or creed.
- It is wrong to kill any animal.
- Women should be treated as equals to men in all aspects of life.
- One should attend a church, synagogue, or mosque.
- One should stand up for one's beliefs even if it means being punished for doing so.
- An individual adult has the right to pursue happiness even if the individual's parents disapprove of the individual's choices.
- It is important to believe in a supreme being.
- Human beings are superior to all other animals.
- People should earn what they get in life. Those who are needy are basically lazy.
- It is wrong to kill another human being unless one is defending one's self or loved ones.
- It is wrong to kill another human being for any reason.
- Success is measured by the personal satisfaction derived from life.
- Success is measured by one's career achievements.
- Success is measured by what one has done for others.
- The way one's life turns out is determined mostly by choices made by that individual.
- The way one's life turns out is determined mostly by events that happen to the individual.
- The family is the most important unit in society.
- The individual is the most important unit in society.
- Humans must work to protect the environment or life will perish on the earth.
- Technology will develop in such a way that humans will always be able to adapt to the environment, no matter how the environment changes.

Activity 71 — How Do You Want To Make A Difference? —People

Objective:

To help your students become aware of how they can contribute to the quality of people's lives.

Procedure:

1. Deliver the following mini-lecture:

   "Every organization, whether it be the community, an agency, a school, or a business, consists of PEOPLE, PLACES, POLICIES, and PROGRAMS. How well a community or an organization functions depends on how well things are functioning in each one of these areas. To take responsibility and leadership in any one of these areas requires different interests and skills. First, we are going to focus on PEOPLE. A vital, healthy, organization, whether it be a family (a family is an organization) or a city or a nation must be nurturing and inviting to people. Things need to be done to motivate people to want to be there. Things need to happen to help people feel safe there. People need to trust the leaders, whether they be parents or legislators. People need to feel valued. We will not always agree on the manner of achieving these goals, but we can learn to build consensus and focus on that which we do agree."

2. Divide the class into groups of 5 to 7 members. Provide each group with a piece of newsprint and a marker. Ask each group to select a recorder/spokesperson. Tell your students that for this activity the class will be focusing on their local COMMUNITY. Tell each group to spend 10 to 15 minutes brainstorming some ideas of things that individuals can do to help the community become a safe, nurturing, trusting, and inviting place for people. You may want to give 2 or 3 examples from the attached sample sheet to help them get started, but do not pass out the sheet. Encourage them to come up with their own ideas.
3. After a maximum of 15 minutes, ask the spokesperson for each group to share the group's list with the entire class.

Suggested Questions for Processing:

A. What would prevent some of you from doing some of the things on the list?

B. If you have done some of the things listed, please share your experiences with the class.

People Examples

Suggestions for Making a Difference with People

- Feed People
- Listen to people
- Help provide shelter for people
- Tutor people
- Keep elderly people company
- Help elderly people with errands, physical needs, or household maintenance
- Keep kids company
- Eat lunch with a new student
- Make people laugh
- Make music for people
- Clothe people
- Volunteer to work at a crisis line
- Volunteer to work at any agency or organization that serves people
- Offer to help people do stuff
- Welcome people

Activity 72 — How Do You Want to Make a Difference?—Places

Objective:

To help your students' become aware of how they can contribute to making the physical environment inviting, pleasant, safe, attractive, and ecologically sound.

Procedure:

1. Deliver the following mini-lecture:

   "As you consider taking responsibility for the community, you may decide that you can be more effective in focusing on places rather than people. Of course, the more attractive and inviting a place is, the more people will feel comfortable, so you will still be helping people anyway."

2. Divide the class into groups of 5 to 7 members. Provide each group with a piece of newsprint and a marker. Ask each group to select a recorder/spokesperson. Tell your students that for this activity the class will be focusing on their local COMMUNITY. Tell each group to spend 10 to 15 minutes brainstorming some ideas for things that individuals can do to help the physical environment in the community to appear more inviting, attractive, safe, clean and ecologically sound. You may want to give two or three examples from the attached sample sheet to help them get started but do not pass out the sheet.
3. After a maximum of 15 minutes, ask the spokesperson for each group to share the group's list with the entire class.

Suggested Questions for Processing:

A. Have any of you tried any of the things listed? If so, please share your experiences with the class.

B. How can the physical environment of a place, whether it is a school, workplace, home, or entire community influence the moods and behavior of the people who occupy the places?

Places Examples

- Adopt a neighborhood to keep free of litter.
- Keep informed of issues regarding development in your community
- Lobby the city council to implement environment-friendly development policies
- Assist in painting murals or helping to enhance the appearance of community-owned buildings.
- Plant trees
- Participate in recycling programs
- Do research to determine the environmental record of local corporations
- With documented facts, help increase public awareness of local corporations' environmental records.

Activity 73

How Do You Want To Make A Difference?—Policies

Objective:

To assist your students in becoming aware of approaches to taking responsibility for the policies of an organization.

Procedure:

1. Deliver the following mini-lecture:

   "In addition to people and places, every organization has policies. There are official (documented) and unofficial (not formally documented but traditionally practiced) policies in every organization from your own home to the entire nation. Policies also include laws. Policies dictate how an organization operates. When taking responsibility for the community you may want to focus on changing policies with which you don't agree or you may want to add policies not already in place."

2. Divide the class into groups of 5 to 7 members. Follow the same group procedure described in the "People" and "Places" activities. This time ask your students to brainstorm the kinds of policies that they would like to see changed or added in the local COMMUNITY. Tell your students that it is okay to disagree and that any idea is allowed to be written. Again, a few examples are provided on the attached sheet.
3. After a maximum of 15 minutes, ask the spokesperson for each group to share the group's list with the class.

Suggested Questions For Processing:

A. When you have strong disagreements about policies, what are some positive ways of building support for your cause.

B. Some of you share with the class how your recommended policy change or addition would benefit the entire community.

Policies Examples

- Change the curfew in the community for teenagers (either extend, shorten, or eliminate)
- Change policies regarding smoking in public buildings (smoke free or designated areas?)
- Policies regarding where youth may gather. (Hang out on street corners or not?)
- Policies regarding leash laws for pets.
- Policies related to the operations of animal shelters
- Policies related to gang intervention.
- Policies related to drug intervention.

Activity 74 — *How Do You Want to Make a Difference?—Programs*

Objective:

To assist your students in becoming familiar with community programs and to motivate students to create ideas for new community programs.

Procedure:

1. Deliver the following mini-lecture: "Another area where you may choose to make a contribution to the community is in assisting existing programs that already take place in the community or helping to establish new ones. One example of a community program is the "Meals On Wheels" program designed to provide and deliver meals to senior citizens. Many communities have after-school recreation or tutoring programs for kids. There are community programs to help the homeless, and community programs to help people who are abusing or addicted to drugs. There are programs that exist to address people , places, and policies. What kind of programs do you think need to be expanded in your community? What kind of programs need to be created to address needs that aren't being addressed in your community?"
2. Divide the class into groups of 5 to 7 members. Follow the same group procedure described in the three previous activities. This time ask your students to brainstorm the kinds of programs that they would like to see expanded or created to address needs in the local COMMUNITY. Again, tell your students that it is okay to disagree and that any idea is allowed to be written. Note again, examples on the attached sheet.
3. After a maximum of 15 minutes, ask the spokesperson for each group to share the group's list with the class.

Suggested Questions For Processing:

A. How would you go about raising funds for your program?

B. How can you provide proof that a program is needed?

Programs Examples

- Workshops and forums to promote racial harmony
- Workshops and forums to create public awareness of domestic violence issues
- Drug and alcohol-free entertainment centers for youth
- Programs that help you to showcase talent.
- Programs to provide free musical instruments and lessons for underprivileged youth and adults
- Rite -of -passage programs for youth
- Programs to provide safe after-school support for children and teens

Activity 75 — The Bottom Line

Objective:

To provide your students with a strategy for building consensus when solving problems in groups.

Procedure:

Distribute the handout entitled "The Bottom Line." Ask your students to use this handout as a guide for reaching agreements as they work on the next activity entitled "The Ideal School." Remind your students that this is a useful tool in any context where they are involved in group decision making.

Suggested Questions For Processing:

Included in the processing of the next activity.

Handout

The Bottom Line

1. Describe the issue under consideration. _____

2. List the various opinions related to the issue. _____

3. What, specifically, do we disagree on? _____

4. What, specifically, do we agree on? _____

5. What outcomes do all of us want? _____

6. Eliminate those approaches to the outcome that we disagree on and list the approaches that we can all agree on. Those are the approaches that will be most effective in achieving the outcome that we all want. _____

Activity 76 — The Ideal School

Objective:

To provide your students the opportunity to create an ideal school by using what they have learned about People, Places, Policies, and Programs.

Procedure:

1. Tell your students that they will have the opportunity to create an ideal school. There are no limitations to the kind of school that they can create, although the school may not allow violations of local, state, or national laws. Students should be divided into a "People" group, a "Places" group, a "Policies" group, and a "Programs" group. Allow students to choose the group that they want to be a part of. It is okay if the groups are not even in numbers. One group may have 15 and another may have 2.
2. Distribute the appropriate attached handouts to each group. Tell the groups that they may have as many ideas in their category as they wish, but that each idea listed must have unanimous agreement from the group. Distribute the handout entitled "The Bottom Line" and remind them that they may use the handout as a guide to settle disagreements.
3. After students have completed their lists (and ample time should be allotted for them to do so), ask each group to share their list with the entire class.
4. Copy the lists and distribute to the administration and staff.

Suggested Questions For Processing:

A. When you disagreed on ideas did you use the process in "The Bottom Line"? Did it help?

B. How can you as individuals help your ideal school become a reality someday? What can you do as a group?

C. When you graduate from high school and/or college will you lose interest in schools or will you become involved in improving education? How will it benefit you and your children if you become involved?

D. Who would you say was the most influential person in your group? In other words, who emerged as the leader? How did that person help bring the group together?

Handout

The Ideal School—People Group

List ideas for creating a school where students and staff want to be, where students and staff feel safe, where students and staff feel valued and capable, where diversity is appreciated and respected, and where students and staff know they can find personal and academic support. Your group must unanimously agree on each idea. Create as many ideas as you can agree on.

Remember, your group will primarily be concerned with how people are treated at your school. Attach additional paper if necessary.

1. _____

2. _____

3. _____

4. _____

5. _____

Handout

The Ideal School—Places Group

List ideas for creating the ideal physical environment for a school. How would the halls, offices, and classrooms look? How might classrooms be designed to create a comfortable atmosphere for learning? How might the school reflect the diversity of your students and staff who must be there on a daily basis? How might the building(s) be designed for maximum safety and still be user-friendly to everyone? All ideas should reflect unanimous agreement of your group. Use additional paper if necessary.

1. _____

2. _____

3. _____

4. _____

5. _____

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Handout

The Ideal School—Policies Group

List ideas for policies that would be implemented in an ideal school. Your group might consider discipline policies, dress codes, school safety policies, attendance policies, and grading policies. However, you are not limited to those areas of consideration. All ideas should have the unanimous agreement of the group to be listed. Use additional paper if necessary.

1. _____

2. _____

3. _____

4. _____

5. _____

Handout

The Ideal School—Programs Group

List ideas for programs that might exist in the ideal school. Your group may use a program which already exists and that you'd like to see expanded. Consider programs that would nurture appreciation for diversity, create the feeling of safety in the school, help students who are behind academically, and inspire students and staff to utilize all of their talents. Of course, you are not limited to those suggestions; however, all ideas should have unanimous agreement of the group before being listed. Use additional paper if needed.

1. _____

2. _____

3. _____

4. _____

5. _____

Activity 77 — Leadership Goals—School

Objective:

To motivate your students to commit themselves to strategies for helping the school become a more inviting place for everyone.

Procedure:

1. Deliver the following mini-lecture:

   "Now that we have created our ideal school, let's focus on our REAL school. Remember the definition of a leader: "A leader is someone who sees what needs to be done and does it." I want you to set three goals for what you plan to do to make this school a more inviting place for everyone; a place where everyone feels valued and capable; a place where students and staff alike want to be; a school without fear."

2. Distribute the handout entitled "Leadership Goals: School." Ask your students to list three things that they intend to do to help school become a more inviting place. Remind them to be very specific.

   Example:

   NOT -Treat my teachers better. (too general)

   INSTEAD

   I will compliment a teacher for something he or she did well at least three times each week for the remainder of the year.

3. Divide students into groups of 5 to 7 members and ask them to share their goals. After all groups have finished sharing, bring the class together for processing.

Suggested Questions For Processing:

A. How committed are you to achieving your goals? This course is almost complete. You won't have the class to support you in achieving these goals. Who will?

B. How will you feel if you do keep your commitment to these goals? How will you feel if you don't?

Handout

Leadership Goals—School

List three things that you plan to do to help school become a more inviting place for everyone. Be very specific in terms of how often you plan to work on the goal and the specific action you plan to do.

Goal #1 _____

_____

_____

_____

Goal #2 _____

_____

_____

_____

Goal #3 _____

_____

_____

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Activity 78 — Leadership Goals—Community

Objective:

To assist your students with setting goals for contributing to improvement of the community.

Procedure:

Distribute the handout entitled "Leadership Goals: Community." Follow the same procedure described in the previous strategy for school leadership goals. Review the definition of a leader and remind your students to be very specific in listing the actions they plan to take.

Suggested Question For Processing:

No matter how big or small your goal, this is an opportunity to make a difference in your community. What might prevent some of you from honoring your commitment?

Handout

Leadership Goals—Community

List three goals for helping your community become a more inviting place for everyone. Be very specific about how often you plan to work on your goal and about things that you plan to do.

Goal #1 _____

_____

_____

_____

Goal #2 _____

_____

_____

_____

Goal #3 _____

_____

_____

_____

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Activity 79 — *If I Were Love / I Am Love*

Objective:

To enhance awareness that an individual may choose to act from an attitude of love or an attitude of fear.

Procedure:

1. Introduce the activity by explaining that we may choose to act from a fearful place or a loving place. Ask your students to consider the possibility that the opposite of love may be fear.
2. Each student should have a piece of paper and a pen or a pencil. Ask your students to write at the top of their papers, "If I were love, I would..." Then ask them to list the things that they would do if they were love. Tell them that when they have completed their lists, they should end their lists with the phrase, "I am love." Be sure to remind them to list as many things as they can.
3. Tell your students that they will be divided into groups of 5 to 7 members. In their groups, they should sit in a circle and read their lists aloud to the rest of the group. When they have completed that task, they should be instructed to create a performance using the group list. The performance should begin with the phrase, "If we were love, we would...." The performance should end with the phrase, "We are love." The performance may be a song, a skit, or a rap.
4. Allow the groups about 15 to 25 minutes to work on their performances then bring them back together and allow them to perform before the larger group.

Suggested Questions for Processing:

A. How did you feel when you listed what you would do if you were love?

B. Do you believe that you can choose to be love or choose to be fear? Why or why not?

C. When you were working in your groups, did you work from a position of love or a position of fear? If fear, of what were you afraid?

D. What are some of the things you might do if you were fear?

Activity 80 — Closure / Farewell Activity

Objectives:

To provide your students the opportunity to acknowledge each other's contribution to the course.

To allow your students to share what the course has meant to them.

Procedure:

1. The teacher should purchase an inexpensive type of trinket for everyone in the class. (Your school might even fund this purchase!) It could be blue ribbons or lapel pins that have START written on them.
2. Ask the entire class to form a circle, preferably standing if the classroom is big enough. Place the trinkets in the middle of the circle. Ask for a student to volunteer to go first. The first student should pick up one trinket and take it to someone in the circle. When your student hands the other student the trinket, he or she should make a comment to the recipient of the trinket. The comment should be an acknowledgment of something valued and positive that the recipient said, did, or accomplished during the course. As examples, statements might begin with the following:
   - I like the way you....
   - I want to thank you for....
   - It was very meaningful for me when you....
   - I want to compliment you for.....
   - You helped me by.....
3. The recipient then should pick up a trinket and choose another recipient and follow the same process. *No recipient should be chosen twice.* Continue to follow this process until everyone in the class has a trinket. When everyone has a trinket, allow students to make additional comments to the entire class or to individuals. Have Kleenex available.

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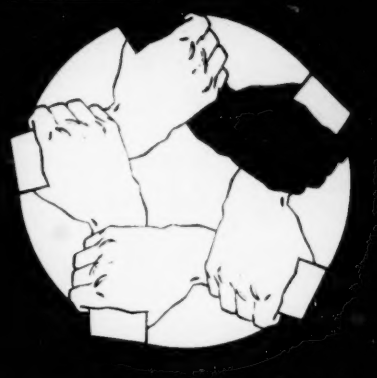

The START Curriculum

An Interactive and Experiential Curriculum for Building Strong Character and Healthy Relationships in Middle School and High Schools

- Sharing
- Today
- And
- Responsibility
- Tomorrow

by Craig Martin, M.Ed., NCC, LPC
with Judy Lehr, Ph.D.

Assist your middle and high school students in developing strong character with this curriculum which provides experiential activities designed to guide them toward making healthy choices. To counter the increasing self-destructive behavior of teenagers, this sequential curriculum begins with building healthy relations with self, and ultimately concludes with building responsibility for the school and community. There are enough reproducible activities, strategies, and lessons for an entire semester course, as adjunct material for life skills or teen living courses, or for weekly personal growth/counseling groups. ***The START Curriculum*** has been researched and refined in the New Hanover County, NC schools since 1988 with hundreds of at-risk students, among others.

What students have said about *START*:

- *I have thoroughly enjoyed my **START** experience this year. I believe that the program has helped me better understand and appreciate people who are different from me, and I think that I will continue to use skills that I have learned this year. I feel that **START** is a very worthwhile program.—10th grade student*
- *I enjoy hearing other's opinions on different subjects. Also, I like the hot seat. It helps me to face my problems head on. **START** is great! —11th grade student*
- *The one thing I love about **START** is I know I can talk to my group and they're there for me. Without the group I'd be depressed and in an unhealthy relationship.—9th grade student*
- *The goal sheets were important to me because when I see the progress (or lack thereof) that I'm making, it helps me to see my strengths and weaknesses more clearly.—10th grade student*
- *The unit on healthy male/female relationships was very effective...the group placed emphasis on mutual respect and understanding.—12th grade student*

What teachers have said about *START*:

- *I learned the value the **START** Program plays in helping students grow emotionally and as leaders.—high school math teacher*
- *I would love to attend more groups to grow with students.—high school Spanish teacher*
- *I want it to continue. I would like to see more students involved. I would like to see the skills spread throughout the school.—high school English teacher*
- *Some of my students who were behavior problems and whom I saw as the enemy are now positive.—high school social studies teacher*

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